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ABSTRACT

This resource book is one of a series containing lesson plans for grades 1-3 designed to support children's literature books sharing familiar social studies themes. "Journeys" presents eight different children's books related to the theme. For each book social studies concepts are presented, followed by four activities called "windows." Some of these activities are cooking, making music, performing drama, creating art, and conducting interviews. These allow for discussion and comparison by the students of the lives of diverse people, past and present. A word bank, follow-up questions, and a synthesis section allow students to process information about the story characters and their own lives. Illustrations and a materials list conclude each activity section. The background readings used in this resource book include: (1) "Where Are You Going, Manyoni?" (Catherine Stock); (2) "Klara's New World" (Jeanette Winter); (3) "The Glorious Flight" (Alice and Martin Provensen); (4) "Hawk, I'm Your Brother" (Byrd Baylor): (5) "Amelia's Road" (Linda Jacobs Altman); (6) "Miss Rumphius" (Barbara Cooney); (7) "Through Moon and Stars and Night Skies" (Ann Turner); and (8) "Ox-Cart Man" (Donald Hall). (EH)

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Windows On Social Studies

Multicultural Adventures Through Literature

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Windows On Social Studies

Multicultural Adventures Through Literature

Journeys

Joan Westley
Holly Melton

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Journeys

The activities in this book are designed specifically to support the following children's books:

Altman, Linda Jacobs. *Amelia's Road*. New York: Lee & Low Books Inc., 1993.

Baylor, Byrd. *Hawk, I'm Your Brother*. New York: Aladdin Books, 1976.

Cooney, Barbara. *Miss Rumphius*. New York: The Viking Press, 1982.

Hall, Donald. *Ox-Cart Man*. New York: The Viking Press, 1979.

Provensen, Alice and Martin. *The Glorious Flight*. New York: The Viking Press, 1983.

Stock, Catherine. *Where Are You Going, Manyoni?* New York: Morrow Junior Books, 1993.

Turner, Ann. *Through Moon and Stars and Night Skies*. New York: HarperTrophy, 1992.

Winter, Jeanette. *Klara's New World*. New York: Alfred A. Knopf, 1988.

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Notes to the Teacher

What is *Windows on Social Studies: Multicultural Adventures Through Literature?*

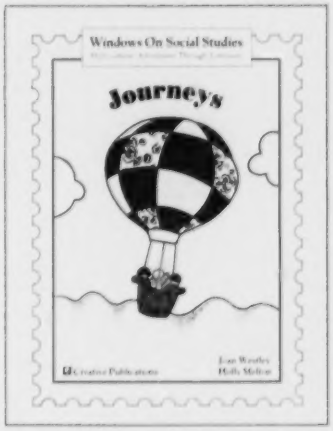
Windows on Social Studies: Multicultural Adventures Through Literature takes students on journeys around the world, and into the lives of its diverse people, past and present. The 48 captivating children's literature books recommended in this series are richly illustrated, excellent read-aloud selections that offer a treasure trove of experiences for students in grades 1–3. By listening to the stories and then discussing, comparing, and doing, students will discover the cultural, historical, and geographical diversity of the United States and the world.

The program consists of six resource books, each of which includes lesson plans to support eight children's literature books sharing a familiar social studies theme:

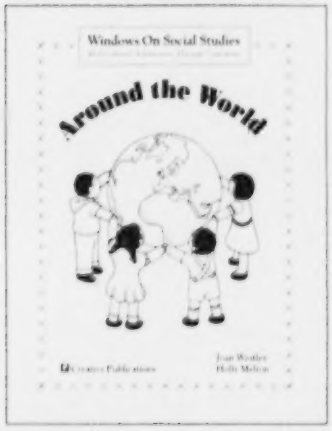
Long Ago Times

Across America

Journeys



Around the World



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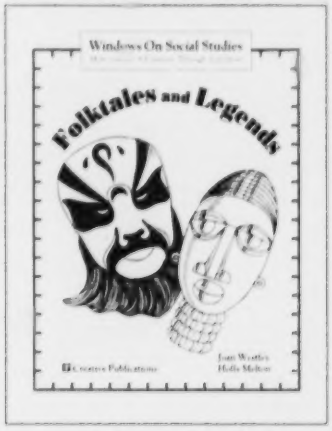

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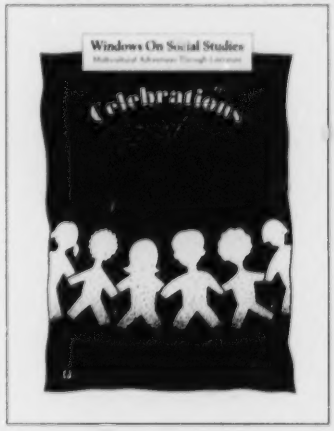


Each resource book introduces the children's books, gives map locations, vocabulary help, discussion questions, and other aids to understanding, and provides activities that:

- actively engage students, both intellectually and emotionally
- lead to an understanding of different people, places, cultures, traditions, and eras
- increase social skills and responsibilities
- expand economic awareness
- develop mapping and charting skills

The Table of Contents in the front of the book lists key social studies concepts inherent in each activity.

What is the philosophy of the program?

Windows on Social Studies delights in the beauty and enjoyment of fine children's literature. Children's literature is seen as an invaluable resource for exploring social studies concepts because students:

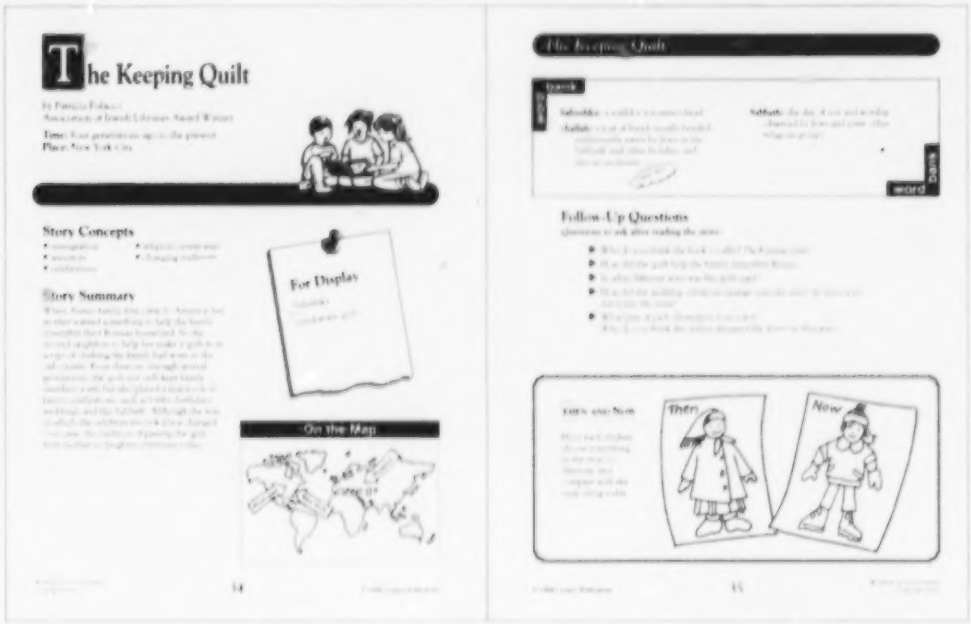
- become personally involved with the stories and characters
- develop an appreciation for diverse people and traditions
- experience life in different places and times
- become more culturally aware and sensitive to others
- compare the stories with their own lives and think critically about the values they hold

In the Windows approach, key social studies concepts are developed through engaging activities such as cooking, making music, performing drama and creating art; conducting interviews and making discoveries about the histories of places and people; constructing landscapes and three-dimensional maps; making economic decisions and solving problems; inventing folktales and heroes; identifying leaders and leadership qualities; and brainstorming rules and the reasons we need them.

How is the program organized?

Each *Windows on Social Studies* resource book presents eight different children's books related to a theme. For each book, there are two pages that bring out the social studies concepts inherent in the book, and lead to discussion and comparison with children's own lives. These two pages are followed by four one-page activities called "windows." Each discussion and comparison is designed to take up one storytime. Most windows will take 25 to 40 minutes.

The discussion and comparison section consists of two facing pages. The left-hand page gives the title of the children's book, the author, the illustrator, and awards the book has won. It lists the time and setting of the story, and its intrinsic social studies concepts. This is followed by a story summary, ideas for classroom displays, and a map that provides a quick guide to locating the story setting.



The right-hand page is divided into three sections: Word Bank, Follow-Up Questions, and There and Here or Then and Now.

Word Bank provides the meanings of social studies terms found in the story.

Follow-Up Questions consists of thought-provoking questions to ask students after reading the story. Questions lead children to think critically, and elicit exploration of social studies concepts in the story.

There and Here or **Then and Now** has students create illustrations that focus on similarities and differences between their own lives and those of story characters.

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Four one-page activities follow the discussion and comparison section. Each page has a title, an activity description, a listing of materials needed, and step-by-step instructions for completing the activity. Where appropriate, suggestions are included for tailoring the activity to meet individual needs. Crisp illustrations show step-by-step procedures and products of the activities.

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Where Are You Going, Manyoni?

written and illustrated by Catherine Stock

Time: The present
Place: Zimbabwe, Africa

Story Concepts

- geography and wildlife of the African veld
- rural life
- long journeys

Story Summary

Every school-day morning Manyoni, who lives in rural Zimbabwe, gets up early, eats breakfast, and sets out on her two-hour walk to the village where school is held. The story, beautifully illustrated with detailed watercolors, takes Manyoni on one morning's walk across the African veld: through dry riverbeds, around temporary lakes, past red rock formations, and over hot, dry plains. Along the way, all sorts of wildlife go about their daily activities. Manyoni meets a friend near the end of her journey, and together they continue to the village. Despite the great distance traveled, Manyoni and her friend arrive at school early, and are thrilled to have twenty minutes to play with their friends before class begins.

For Display

nonfiction picture books and videos about the African veld

On the Map

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word bank

For a list of unfamiliar words and their pronunciations and definitions, see "Unfamiliar Words" at the back of *Where Are You Going, Manyoni?*

For a picture dictionary of "Wildlife in this Book," see the last spread at the back of the book.

word bank

Follow-Up Questions

Questions to ask after reading the story:

- Would you like to take Manyoni's journey to school with her? Why or why not?
- What did you think was the most interesting part of Manyoni's journey?
- How did the village where school was held look different from where Manyoni lived?
- Why do you think there wasn't a school closer to Manyoni's home?
- What things might happen that would make Manyoni's journey harder? What could she do if they happened?

THERE AND HERE

Have each student choose something in the story to illustrate and compare with the same thing in her or his life.

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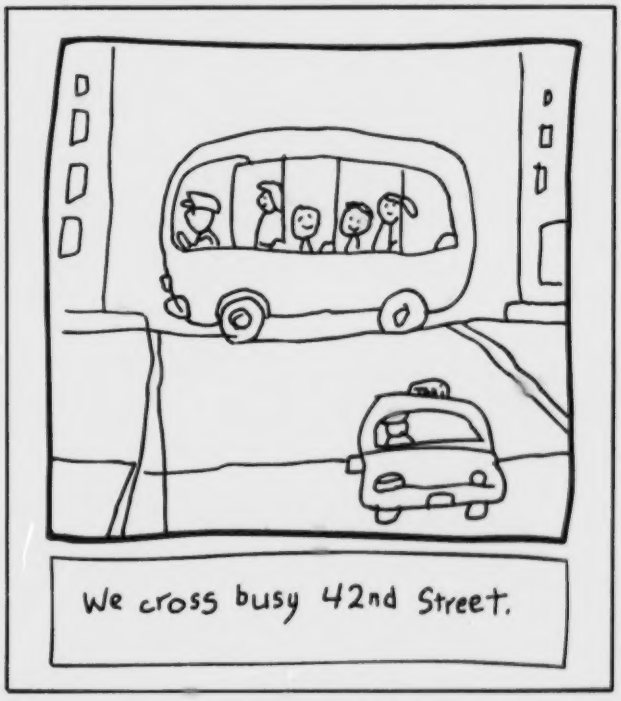
Window 1
Over the Krantz/Across the Street

- **Activity**
  Making watercolor paintings of journeys to school
- **Materials**
  Boxes of watercolor paints, large sheets of paper, pencils or pens

1. Go through the book again, pointing out how each spread shows a different part of Manyoni's journey. Note that the story uses words such as *across*, *past*, *over*, and *through* to describe Manyoni's movements.
2. Have students talk about their own journeys to school—whether on foot, bike, bus, or in a car—using phrases containing direction words, such as "over the bridge above the river." Have students discuss the animals and notable trees and plants they pass.
3. Tell students that the next day they will paint watercolors of their journeys to school. Ask students to take particular note of details on their way home that day and on their way to school the next morning.
4. The next day, have students paint their journeys to school. Older students can write stories to go with their pictures. Younger students can dictate stories. When the pictures are dry, gather them into a class book.



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Window 2
Our Natural World

- **Activity**
  Taking a class walk to note geographical details
- **Materials**
  Field guides about animal and plant life where you live, writing and drawing materials, construction paper, hole punch and yarn

1. Remind students that the book shows and tells about plants, animals, and land and water forms in Manyoni's part of Zimbabwe. Ask students to talk about the natural world where they live.

2. Take students for a class walk, and tell them that they will draw pictures about what they see. As you walk, have students talk about the animals, both wild and domestic, large and tiny, that they spot. Help students identify unique trees and other kinds of plants. If there are any geographic features such as rock outcroppings or ponds, note those, too. Along the walk, assign to each student one of the plants, animals, or geographic features pointed out. Keep walking until everyone has something to draw.

3. Back at school, have students draw and label their pictures, using the field guides as needed. Use a hole punch and yarn to bind the pictures into a book entitled "Our Natural World," and make the book available for students to read.

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Window 3
Animals in the Veld

- **Activity**
  Finding out about wildlife in the African veld
- **Materials**
  Videos, films, and nonfiction books about wildlife in the African veld

1. Read aloud the "Author's Note" at the back of the book that tells about how people live in rural Zimbabwe and about the wildlife there.
2. Have students work in pairs. Ask each pair to choose an animal from the "Wildlife in this Book" spread at the back of the book. Have students research their animals by using the books you've displayed. Set aside time for students to view any videos or films you've found. If possible, visit a library and encourage students to find other resource materials themselves.
3. Invite student pairs to give oral reports about what they found out about their animals. Encourage students to show pictures and tell at least three interesting facts about the animals they chose.

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Window 4

Matsheloni Means "Good Morning"

- **Activity**
  Learning greetings in different languages
- **Materials**
  Copies of the Greetings in Different Languages sheet (page 58)

1. Remind students that Manyoni greeted her friend Tula with the word *Matsheloni*. Explain that Manyoni was speaking the Venda language, and that her greeting means "Good morning."
2. Have students say greetings they know in other languages. Invite students to find out about other greetings from parents, relatives, neighbors, and friends, and share them with the class.
3. Distribute copies of the Greetings in Different Languages sheet. Help students with pronunciation as you read the greetings aloud. Throughout the week, encourage students to use the greetings they have learned.

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Klara's New World

written and illustrated by Jeanette Winter
A Junior Library Guild Selection

Time: The late 1860s
Place: Sweden, New York, and Minnesota

Story Concepts

- nineteenth-century immigration (from Sweden)
- family
- farming life
- self-sufficiency and hard work
- transportation

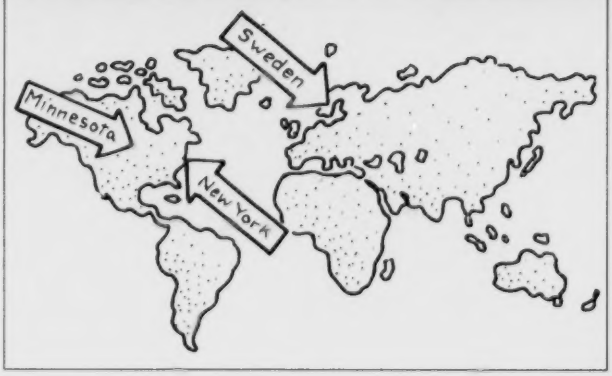
Story Summary

Klara's family struggles to make a living on a small farm in Sweden, but the soil is stony, the weather is dry, and the crops are failing. If things don't improve, eight-year-old Klara will have to go to work on a manor farm. Then Klara's family receives a letter from a friend who immigrated to Minnesota. The letter extols the land's richness and the opportunities for those who are willing to work hard. Klara's parents decide to immigrate, too. As the family is leaving their home, Klara's grandfather gives her some flower seeds and tells her to remember Sweden. The long, hard journey takes three months. Klara and her family get straight to work, and before the winter arrives, they have cleared land, built and furnished a log house, and planted and harvested a rich crop. Best of all, the flowers that Grandfather gave Klara have bloomed—a symbol that Klara will always remember Sweden.

For Display

real gentians (or photographs) and gentian seeds

On the Map



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word bank

claim: a document declaring ownership of a piece of land

deck: the outside flooring that stretches from side to side on a ship

homeland: the country where a person was born

immigration: the act of coming into a new country or region

plot: a small piece of ground

wilderness: an area where few or no people live, and where the land has not been planted and cared for

word bank

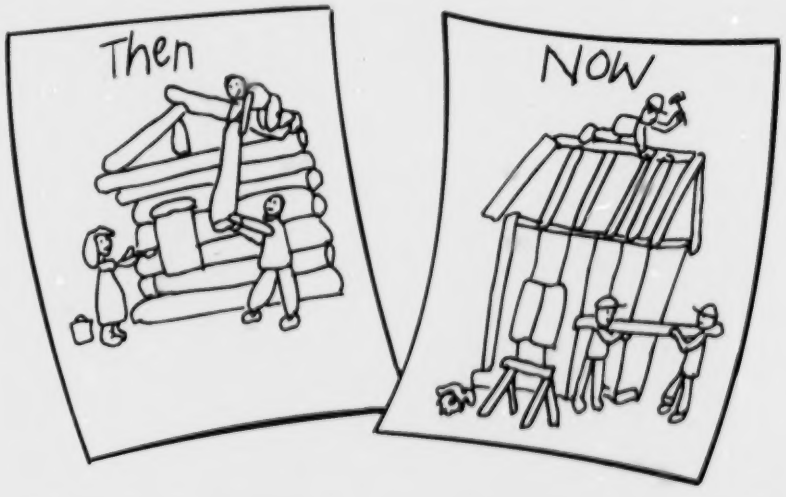
Follow-Up Questions

Questions to ask after reading the story:

- In his letter, Bertil told Klara's father: "People from all the countries of the world live together" in the United States. Is that still true today? Do you know anyone who came from another country?
- How do you think Klara felt about leaving Sweden? How would you feel if you were moving to another country?
- What was hard about Klara's long journey? What was fun?
- Grandfather's flowers helped Klara to remember Sweden. If you were moving, what would you take to remember your homeland?

THEN AND NOW

Have each student choose something in the story to illustrate and compare with the same thing today.



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Window 1
My America Trunk

- **Activity**
  Filling up a trunk and role playing immigration
- **Materials**
  A large trunk or cardboard box; a few large baskets with handles; items like pots and pans; plates, cups, utensils; sewing goods; clothing and blankets; dried foods and staples like flour and sugar; a variety of tools; seeds

1. Bring to class a large trunk, or a very large cardboard box. You might want to bring in a few big baskets with handles, too. Show students the picture of the "America trunk" on page 6 of the book. Reread the pages of the story that show and tell about the things Klara's family packed in their trunk and baskets.
2. Ask students to imagine that they live in Klara's village, and will immigrate to America. As a class, have students brainstorm a list of things to pack.
3. Gather items from the ones listed above; ask students to bring in some, too. Pile the items beside the trunk and baskets; tell students they can take to America *only* the things that will fit. Have students decide which items are most necessary, and pack as efficiently as possible.
4. Set aside a small area in your classroom for dramatic play, and set the packed trunk and baskets there. In groups of four, have students role play a family making the long journey from Sweden to New York.

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Window 2
Foods for a Journey

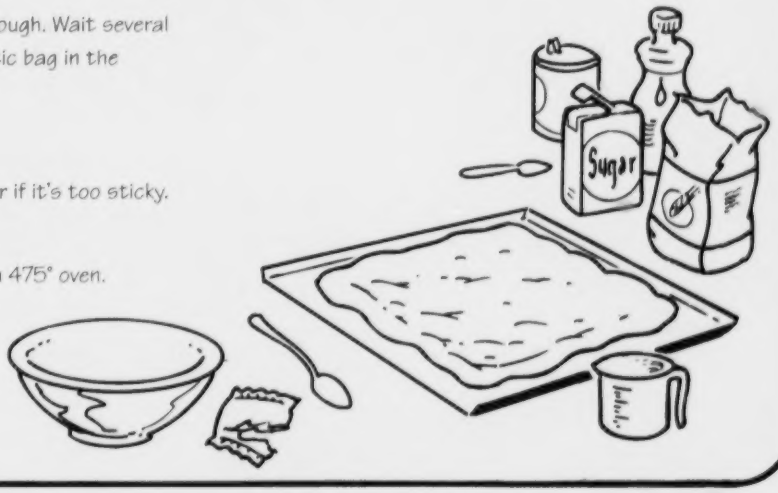
- **Activity**
  Listing and making foods for a journey
- **Materials**
  Chart paper and felt-tip pen, yeast, water, sugar, salt, oil, flour, large mixing bowl, pizza pan, oven

1. Reread the information on pages 5 and 8 that tells about the foods Klara and her mother prepared for their journey. List these foods on chart paper.
2. Point out that foods like butter and cheese spoil quickly if not eaten or refrigerated. Have students add to the list on the chart paper any other foods that they know of that wouldn't spoil on a long journey.
3. Help students prepare one or more of the foods listed. They could prepare and dehydrate fruits, make cheese and butter, or make flat bread from the recipe below.
4. Keep the foods students prepare in the classroom as though the class were on a long journey. Monitor the foods to see how many days they last. *Which foods last longest?*

Flat Bread

1 package yeast
3 tablespoons sugar
1/4 cup oil
2 cups water
2 teaspoons salt
7 cups flour

1. In a bowl, mix all the ingredients into dough. Wait several hours, or let it rise overnight in a plastic bag in the refrigerator.
2. Grease the pizza pan.
3. Form the dough into a ball, adding flour if it's too sticky. Flatten the ball onto the pizza pan.
4. Bake the flat bread for 10 minutes in a 475° oven.
5. Eat! Add butter if you like.



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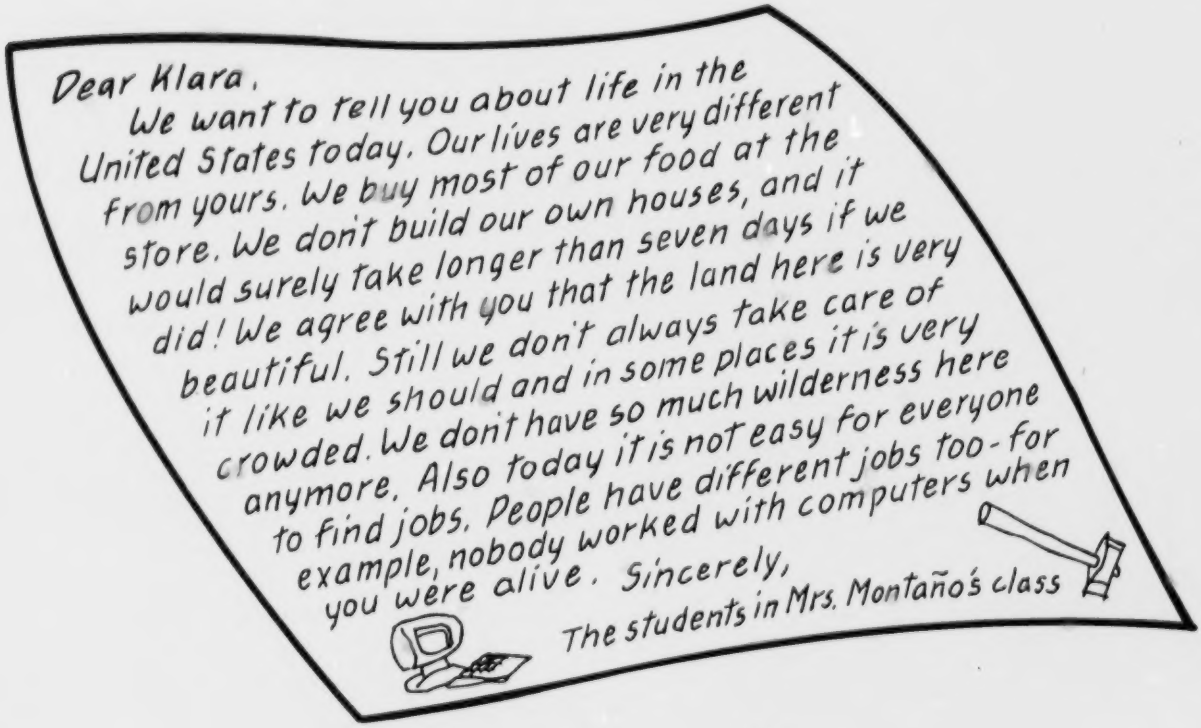
Window 3

A Letter to Klara

- **Activity**
  Writing a letter about contemporary life in the United States
- **Materials**
  Chart paper, felt-tip pen

1. Reread to children the two letters in the book: from Bertil to Klara's father, and from Klara's father to her grandfather. Ask students these questions: *What was the land in America like? How did Klara's family and their friends live in Minnesota? How did they feel about work and opportunities in their new world?*
2. Have students write a class letter telling Klara about life in the United States today. Begin by having students suggest a list of topics they want to talk about. Then have them dictate a letter to you as you write it on chart paper. Encourage students to make comparisons between life then and now.


Dear Klara,
We want to tell you about life in the United States today. Our lives are very different from yours. We buy most of our food at the store. We don't build our own houses, and it would surely take longer than seven days if we did! We agree with you that the land here is very beautiful. Still we don't always take care of it like we should and in some places it is very crowded. We don't have so much wilderness here anymore. Also today it is not easy for everyone to find jobs. People have different jobs too - for example, nobody worked with computers when you were alive. Sincerely,
The students in Mrs. Montaño's class

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Window 4
More Immigration Stories

- **Activity**
  Reading and comparing immigration stories
- **Materials**
  Fiction and nonfiction picture books about immigration

1. Bring to class a number of books about immigration, both long ago and today. Some excellent choices are *Angel Child, Dragon Child* by Michele Maria Surat (Scholastic Inc., 1983); *Watch the Stars Come Out* by Riki Levinson (E.P. Dutton, 1985); *In America* by Marissa Moss (Dutton Children's Books, 1994); *How Many Days to America?* by Eve Bunting (Clarion Books, 1988).
2. With students, brainstorm a list of questions to think about as they read each immigration story. Write the list on the chalkboard. A sample list is shown below.
3. Read aloud some of the books you've brought in, and use the questions on the board as a basis for a class discussion.
4. Talk about immigration today. *What groups are immigrating to the United States?* Bring in newspaper clippings and magazine stories about immigration today.

1. When did the story take place?
2. Where did the main character live before coming to the United States?
3. What was life like where the person came from?
4. What kind of journey did the person take to get to the U.S.?
5. What was life like where the person moved to?
6. What was hard about the person's new life?
7. What was fun and interesting about it?
8. How is this story like others you've read?
9. How is it different?

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The Glorious Flight

written and illustrated by Alice and Martin Provensen
A Caldecott Medal Book

Time: 1901–1909
Place: France

Story Concepts

- early twentieth-century aviation
- family
- problem-solving, persevering, and taking risks to achieve goals
- transportation

Story Summary

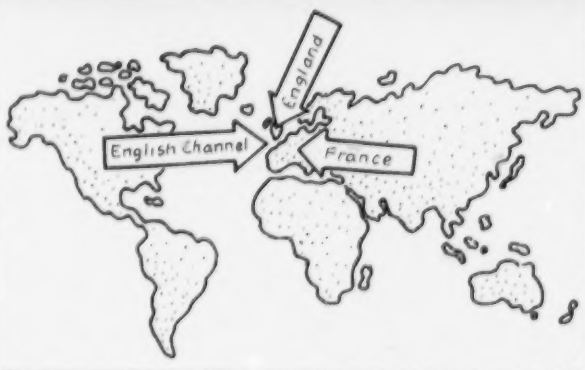
In 1901, while out for a drive, Mr. Louis Blériot and his family hear a strange sound in the sky. Papa Blériot is so startled that he runs his car straight into a cart full of pumpkins. An angry confrontation is averted when the bizarre sound bursts out directly above, and proves to be a beautiful, great white airship. Thus begins Louis Blériot's obsession with flying. He promptly begins work on the flying machine "Blériot I." This airplane flaps like a chicken and doesn't have a big enough motor, but Blériot learns from his mistakes and builds several more airplanes, each better than the last. Through beautiful illustrations and amusing text, the reader is taken along on the Blériot family's eight-year journey into aviation history. At last, on July 25, 1909, Papa Blériot takes "Blériot XI" on a glorious flight that puts him into the record books as the first man to fly across the English Channel.

For Display

picture books about aviation history and famous fliers

model airplanes

On the Map



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word bank

airship: a dirigible, or balloon, that can be driven and steered

aeronaut: a person who flies in an aircraft

coast: the land next to the sea

glider: an airplane-like aircraft without a motor that flies on air currents

propeller: a device with quickly rotating blades that thrust air back and move an airplane through the air

word bank

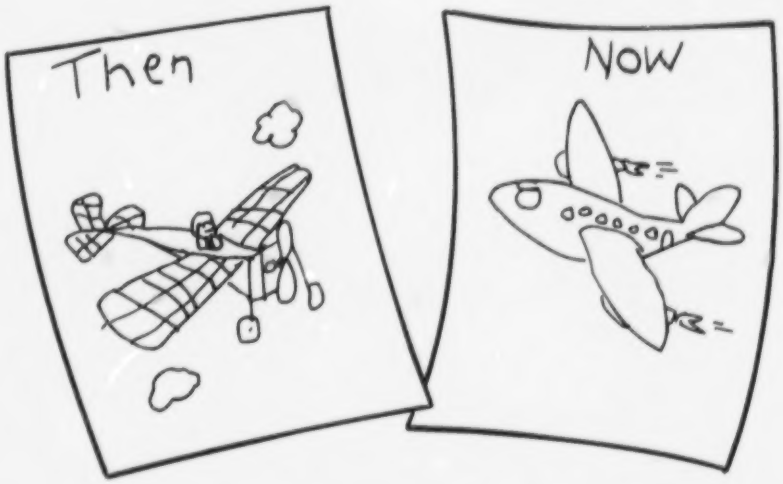
Follow-Up Questions

Questions to ask after reading the story:

- What kinds of transportation are shown in the story?
- What did Papa Blériot have to do before he became a "real" flier? Would you be willing to do those things?
- How was Papa's family a part of his journeys?
- Imagine that you are one of the children in the family. How would you feel about your father's activities?
- Do you think the story was funny? Why or why not?

Then and Now

Have each student choose something in the story to illustrate and compare with the same thing today.



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Window 1

From Flapping Chicken to Channel Flier

- **Activity**
  Making a table showing problems and solutions
- **Materials**
  Chart paper, felt-tip marker, copies of Blériot's Planes sheet (page 59)

1. Remind students that it took Louis Blériot eight years to make a plane that could fly across the English Channel. Have students discuss why it took him so long.
2. Distribute copies of Blériot's Planes. Point out that the sheet shows seven of the planes that Blériot invented.
3. On chart paper, create a table with these three headings: *Plane*, *Problems*, *Changes/Solutions*. Have students use the drawings on the sheet along with pictures and text in the book to find the information for the table. A sample table is shown below.
4. Help students use the information in the table to understand that it takes time, patience, testing, and retesting before an invention, such as an airplane, is perfected.

PLANE	PROBLEMS	CHANGES/SOLUTIONS
Blériot I	too small, flaps like a chicken	make a big glider
Blériot II	falls into river	add a motor and a propeller
Blériot III	won't take off	have 2 motors, 2 propellers
Blériot IV	flies in circles	redesign whole plane; add wheels, change wings add steering wheel and nose wings
Blériot V	hops like a rabbit	change wings; add tail

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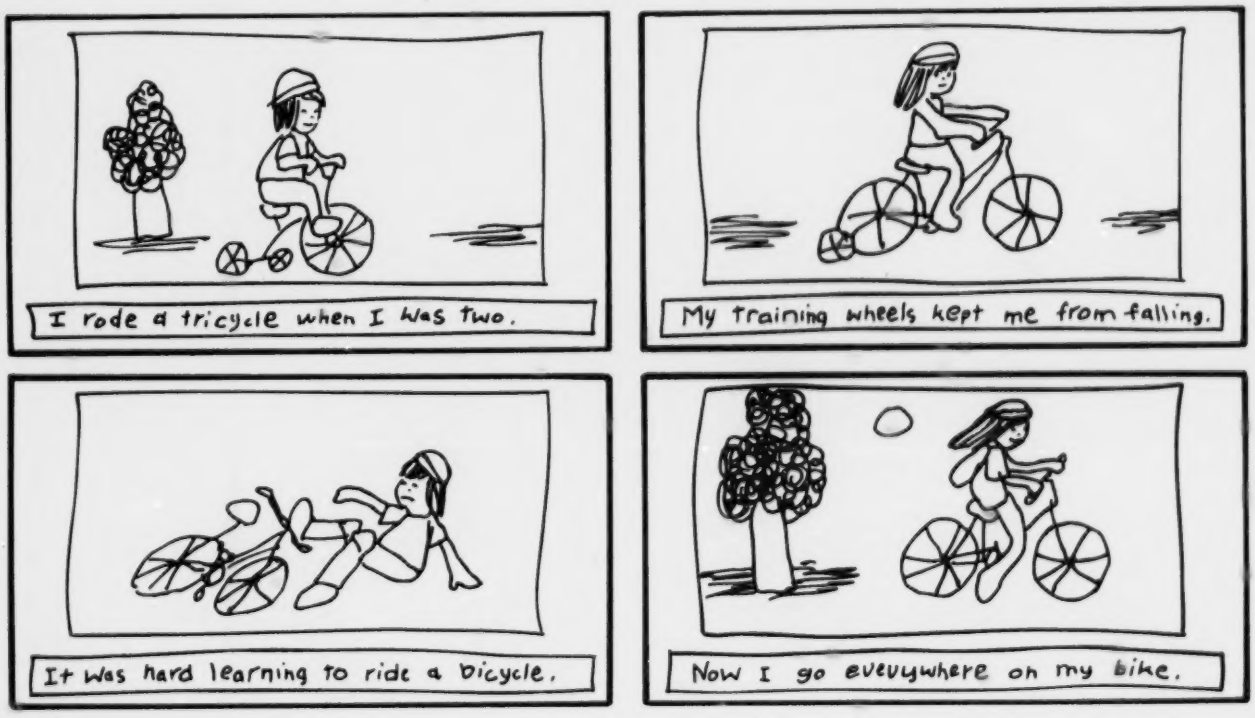
Window 2
I Finally Did It!

- **Activity**
  Recounting accomplishments that took time and perseverence
- **Materials**
  Writing and drawing materials

1. Point out to students that it took Louis Blériot eight years to create a plane that could cross the English Channel.
2. As a class, have students discuss things they have learned or done that took a lot of time, energy, and patience. Examples include riding a bike without falling down (or achieving some other athletic goal); learning to read; tying one's shoelaces; getting comfortable with a new stepparent; and so on.
3. Have each child draw a picture story, or write and illustrate a story, showing how a difficult goal was accomplished. Remind students to include the steps that were taken before they were successful.


I rode a tricycle when I was two.
My training wheels kept me from falling.
It was hard learning to ride a bicycle.
Now I go everywhere on my bike.

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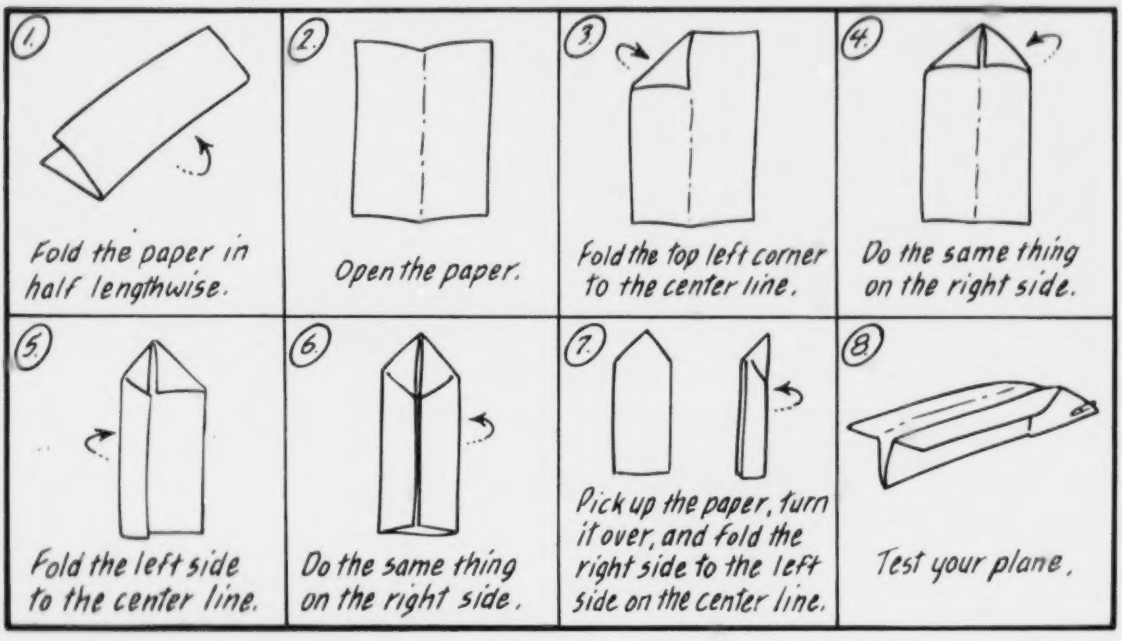
Window 3
Our Own Flying Machines

- **Activity**
  Making and testing paper airplanes
- **Materials**
  Paper airplane-making books; sheets of 8 1/2" × 11" paper, a variety of paper in different sizes, weights, and thicknesses; tape; paper clips; scissors

1. Remind students that Louis Blériot took these three steps with each of his planes: 1. make it; 2. test it; 3. make it better. Tell students that they will take the same three steps as they make paper airplanes for their own glorious flights.

2. Have students make paper airplanes. Three resource books are *The Paper Airplane Book* by Seymour Simon (The Viking Press, 1971), *How to Have Fun Making Paper Airplanes* (Creative Educational Society, Inc., 1974); *Paper Airplanes to Make and Fly* by Jim Razzi (Scholastic, Inc., 1990). The steps for making a basic paper airplane are shown below; however, invite students to experiment with a variey of airplane designs, kinds of paper, cellophane tape, paper clips, and modifications such as scissor cuts.

3. Give students time to make, test, and improve their paper airplanes until they each come up with a favorite model. Then take the class outside for an "air show."


1.
Fold the paper in half lengthwise.
2.
Open the paper.
3.
Fold the top left corner to the center line.
4.
Do the same thing on the right side.
5.
Fold the left side to the center line.
6.
Do the same thing on the right side.
7.
Pick up the paper, turn it over, and fold the right side to the left side on the center line.
8.
Test your plane.

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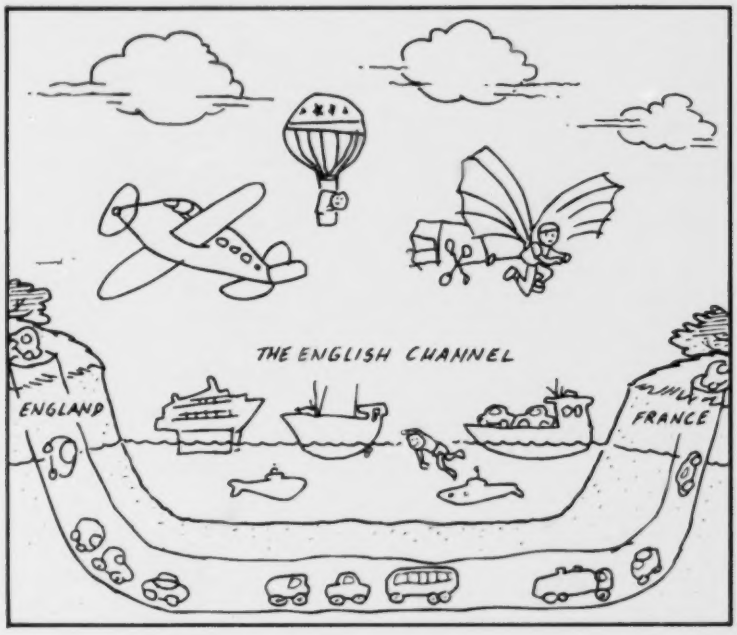
Window 4
Across the Channel

- **Activity**
  Finding ways to get across the English Channel
- **Materials**
  Large sheet of butcher paper, or copies of The English Channel sheet (page 60); pencils, markers, crayons; scissors; tape

1. Hang a large sheet of butcher paper on a wall. On the paper, draw a cross section showing the coast of England, the English Channel, and the coast of France. Or you may wish to have students use The English Channel sheet to do this activity.
2. Have students think about different ways a person could get across the English Channel. Point out that how people or goods move from one place to another is called *transportation*.
3. Ask each student to draw, color, and cut out a picture of something that could be used to get across the English Channel. Have students tape their pictures in the appropriate places on the butcher paper. If students are using The English Channel sheet, they can draw their pictures directly on their sheets.
4. As a class, talk about the forms of transportation shown. *Which would be the fastest? Most fun? Bumpiest? Best in bad weather?* Tell students that in 1994 a tunnel across the English Channel connecting England and France was completed. The tunnel has been nicknamed the "Chunnel."



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Hawk, I'm Your Brother

by Byrd Baylor
illustrated by Peter Parnall
A Caldecott Honor Book

Time: The present
Place: The American Southwest

Story Concepts

- childhood dreams
- the right to be free
- communication between people and animals
- desert geography

Story Summary

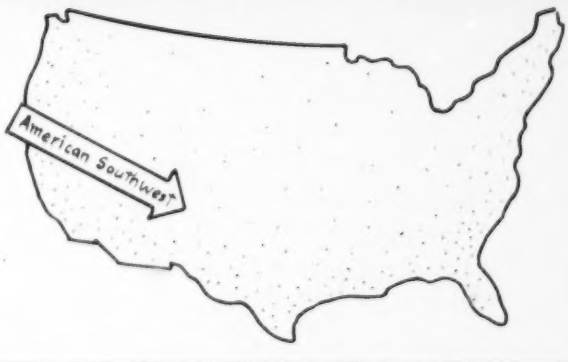
Written in spare, poetic text, and illustrated with black and white drawings, this story tells of a Native American boy who dreams of flying. Rudy Soto's first words as a baby were the words for "flying," "bird," and "up there." More than anything, he wants to be a hawk. His intense desire to fly drives him to take a baby hawk from its mountaintop nest, hoping that he and the hawk will magically become "brothers," and learn to fly together. He takes good care of the bird, feeding it, taking it for walks along desert hills, and talking to it; but the bird is not happy because it cannot fly—Rudy has tied a string around its foot to prevent escape. Eventually, Rudy realizes that the bird won't be happy until it can fly, so he releases it. The bird rewards him by giving Rudy a long hawk cry, the kind a hawk uses to call its brothers. The two call to each other across the skies all afternoon, and Rudy feels as if he is flying with the hawk. And from that day on, Rudy and the hawk call to each other daily.

For Display

picture books and videos of the Southwestern desert

other Byrd Baylor books about the American Southwest

On the Map



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word bank

canyon: a deep, narrow valley or gorge with very steep sides

desert: a very dry region, often covered with sand

ledge: a narrow, shelflike piece of rock jutting out from the side of a mountain or cliff

wash: the dry bed of a stream

word bank

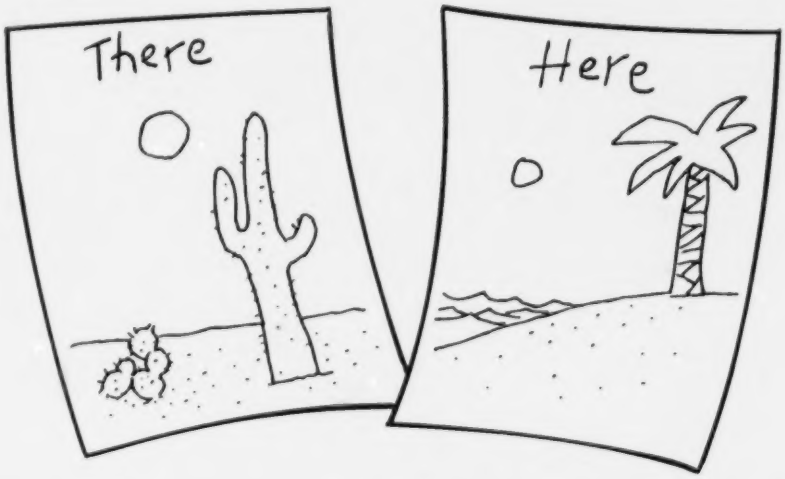
Follow-Up Questions

Questions to ask after reading the story:

- What did the land look like where Rudy Soto lived? What do you think are the colors of the desert?
- Do you think the hawk forgave Rudy for taking away his freedom? How do you know?
- Rudy thought that maybe—even if no one else in the world could—he could fly. Have you ever felt that way about something that seemed impossible?
- Would you say that Rudy and the hawk really were brothers? Why or why not?
- Why do you think the people near Santos Mountain understood Rudy's special powers?

THERE AND HERE

Have each student choose something in the story to illustrate and compare with the same thing in his or her life.



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Window 1
Desert of Sand

- **Activity**
  Making sand paintings of desert scenes
- **Materials**
  Sterilized sand (from toy store), powdered tempera paint in various colors, cardboard, pencils, glue, paintbrushes, books or videos of the Southwestern desert

1. Go through the book with students, pointing out geographic features of the desert. If possible, show students 4-color photographs or videos of desert scenery.
2. Have students talk about the colors of the desert. Then create those colors in sand. In bags, mix powdered tempera paint with sand to create colored sand. (You may wish to do this yourself because powdered tempera should not be inhaled.) Put the different colors of sand in bowls.
3. Give students sturdy pieces of cardboard; if the cardboard is too dark, they can cover it in white construction paper. Have students use pencils to draw outline pictures of desert scenes. Students should dip paintbrushes in glue and "paint" those parts of the desert scene that they want a particular color, for example, green for cactuses. Students can then sprinkle the colored sand on the glue. Have students repeat this process for other colors in their pictures.
4. When the sand paintings are dry, display them around the classroom.

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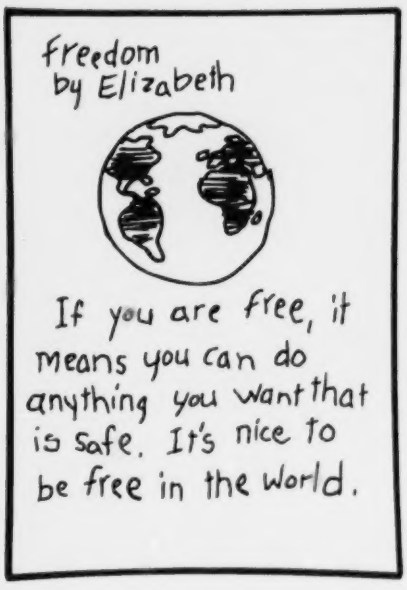
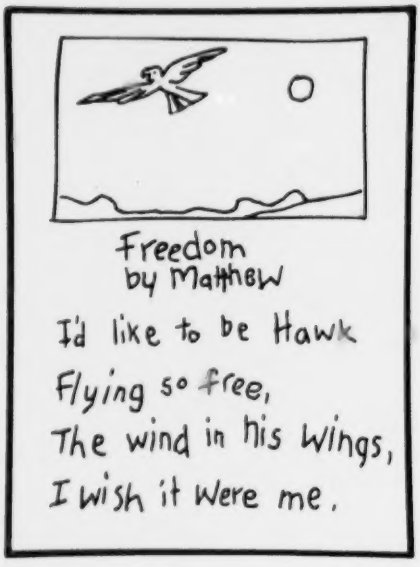
Window 2
The Right to Be Free

- **Activity**
  Exploring the concept of freedom
- **Materials**
  Writing and drawing materials

1. Write the word *freedom* on the chalkboard. Remind students that the author of the book talked about the hawk's "fierce, free eyes," and said that the hawk had to learn "the feel of freedom" when it flew.
2. As a class, brainstorm what the word *freedom* means. (Examples: not being controlled by others; not being tied or held in any way; being able to think, act, and feel as one wishes)
3. Have students write poems, draw pictures, or write paragraphs about what freedom means to them. Encourage students to share their thoughts with the class.





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Window 3

A Conversation Between Brothers

- **Activity**
  Role playing an imaginary conversation between story characters
- **Materials**
  None

1. Ask students to imagine that the hawk could talk. As a class, discuss the kinds of things the hawk and Rudy might talk about.
2. Divide the class into pairs of students. Have one student in each pair take the part of the hawk, and the other the part of Rudy Soto. Tell students to make up a conversation that the hawk and Rudy might have between the time Rudy captured the hawk and before he set him free.
3. Have students in each pair switch roles, and make up a conversation the hawk and Rudy might have after Rudy set the hawk free.

Rudy, I am so unhappy. I need to be free to fly.
Hawk, don't you like being my friend?
I'm grateful to you for setting me free.
I'll always be your brother.

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Window 4
What Animal Would You Be?

- **Activity**
  Learning about animal characteristics
- **Materials**
  Nonfiction picture books and videos about animals, writing and drawing materials

1. Ask students what words they would use to describe the hawk, such as *fierce*, *free*, *high-flying*. Ask students why they think Rudy wanted to be a hawk.
2. Have students look through books and videos to learn more about animals and their characteristics. Have students discuss, as a class or in small groups, the animals that interest them.
3. Have each student choose an animal she or he would like to be. Then have students draw pictures of the animals of their choice and write or tell why they would want to be those animals.

I want to be a deer because I would live in the forest. I would be fast and would always be warm because of my fur. I would be free.
I want to be a grizzly bear. I would be strong, and not afraid of anything. I would be smart and have a good memory.

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Amelia's Road

written by Linda Jacobs Altman
illustrated by Enrique O. Sanchez

Time: The present
Place: California

Story Concepts

- migrant farm worker families
- home and a sense of belonging
- creating a place for oneself

Story Summary

Amelia and her family are migrant farm workers in California. To make a living, they must follow the harvest, and so they move from place to place. Amelia is tired of living in labor camps and attending schools where no one bothers to learn her name. She dreams of a white house with blue shutters with a fine old shade tree in the yard—and of a life away from *los caminos*, or the roads. When Amelia and her family move to yet another labor camp for the apple harvest, Amelia expects the usual hardships. Instead, she discovers two wonderful things: a teacher who makes the new children at school feel welcome, and a small road that leads to a fine old shade tree. Every day after work and school, she travels down "Amelia Road" to her private tree, where she sits happily and pretends she is "home." When the apple crop is picked and it is time to move again, Amelia fills an old box with her special things, and buries it under her tree. Although sad to leave, Amelia knows she has made a "home" to come back to.

For Display

nonfiction books and/or videos showing types of crops and where harvested in California

a California road map

On the Map

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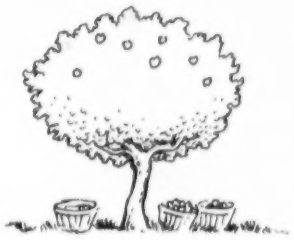
word bank

harvest: the time when crops are picked

labor camp: a group of cabins or other shelters where migrant workers live

shanties: roughly built cabins



word bank

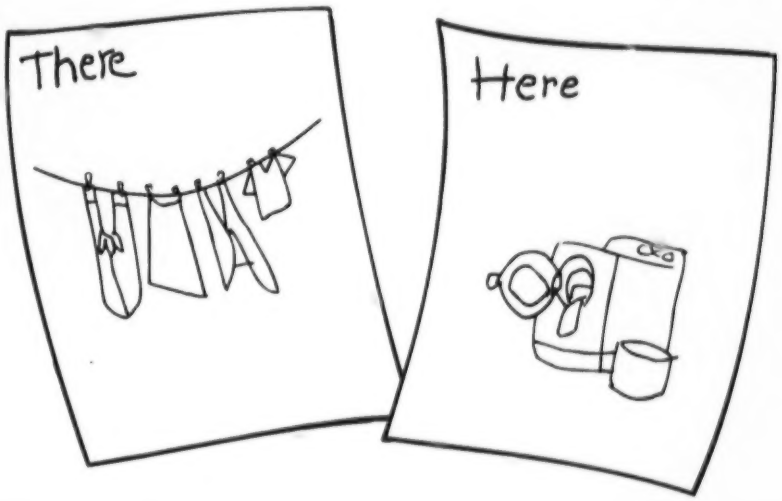
Follow-Up Questions

Questions to ask after reading the story:

- What was hard about Amelia's life?
- What did Amelia want her life to be like?
- How do you think Amelia felt on her first day at the new school? How did you feel on your first day of school?
- Why was the tree so special to Amelia? Do you have something that is very special? Why is it so important?
- Why didn't Amelia cry when her father took out the road map at the end of the story?

There and Here

Have each student choose something in the story to illustrate and compare with the same thing in his or her life.



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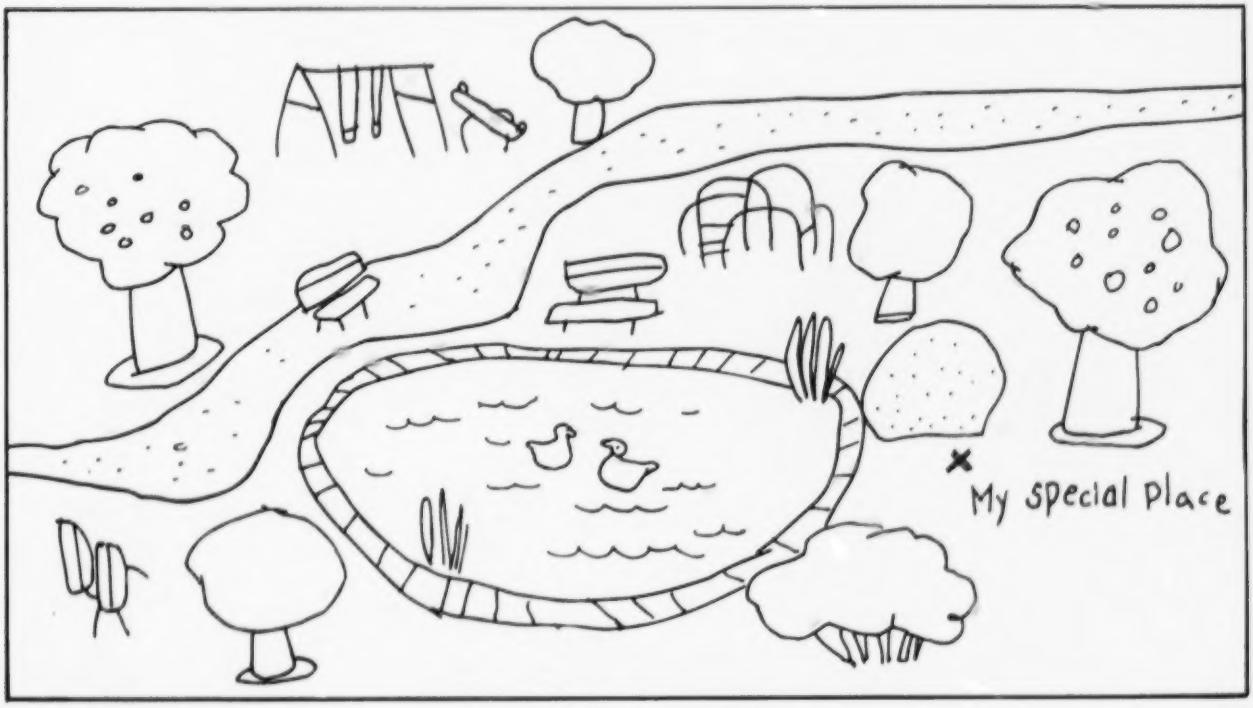
Window 1
A Special Place

- **Activity**
  Making picture maps of favorite places
- **Materials**
  Drawing paper, markers and crayons

1. Discuss with students why Amelia's road and tree were so important to her. Remind students that Amelia felt "at home" whenever she sat under her tree.
2. Have students talk about places that are special to them. (Steer them away from places like theme parks and restaurants.) Ask, for example, *Why do you enjoy those places so much? How do you feel when you are there? What do you do there?*
3. Hold up the book page that shows the picture of Amelia's map. Then have students draw picture maps of their own special places. The maps can be very simple views of a place (for example, a tree in a park), or they can be more complicated (for example, a street map that leads to a grandparent's house).



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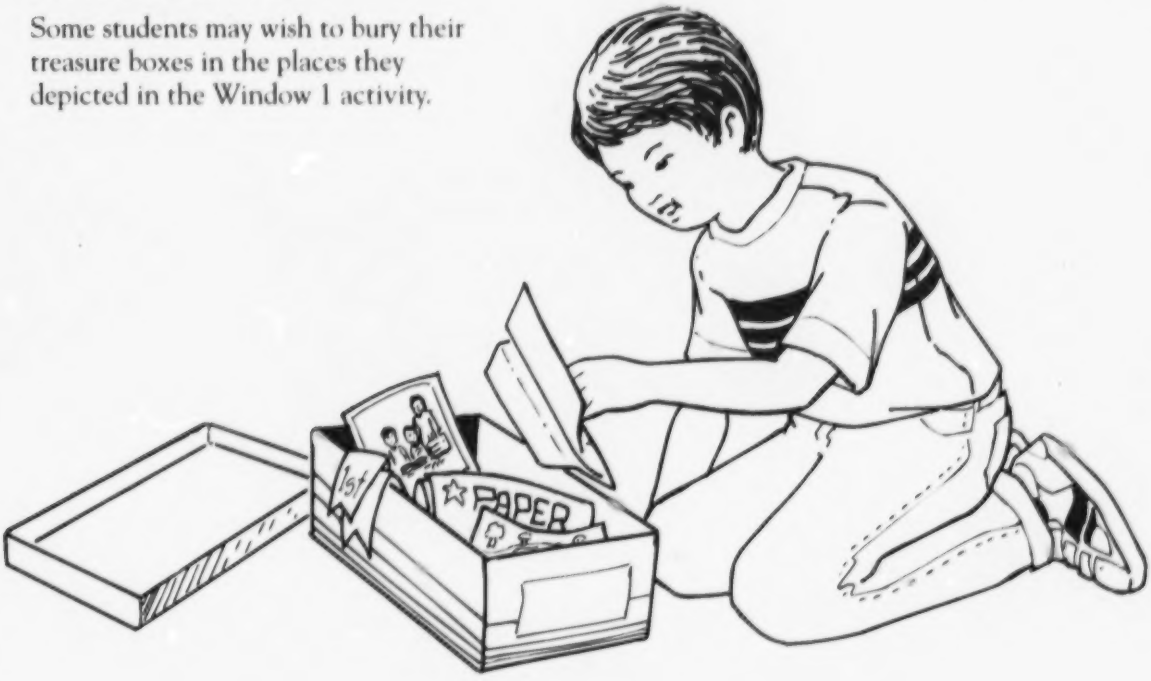
Window 2
Treasure Boxes

- **Activity**
  Filling shoe boxes with personal treasures
- **Materials**
  Shoe boxes

1. Reread the part of the story where Amelia fills her box with "Amelia things." Talk about why each item was important to Amelia. Point out that each thing in the box was a memory about a happy time Amelia had. (Note that toys were not included in the box.)
2. Ask students to bring in shoe boxes, or other small boxes with lids, and write their names on them. Then students can fill their "treasure boxes" with mementos of special times they've had. Give students several days to fill their boxes. Suggest that they draw pictures, bring in photos, find schoolwork they're especially proud of, and so on. If students made picture maps of special places in Window 1, the maps could be included in their boxes.
3. Some students may wish to bury their treasure boxes in the places they depicted in the Window 1 activity.



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Window 3
Moving Memories

- **Activity**
  Working with maps and making memory books of places
- **Materials**
  Maps of your community, the United States, and the world; pushpins; construction paper and stapler; drawing and writing materials

1. Ask students how many of them have moved from one place to another. (They could have moved from another country, state, community, or even from one home to another within your community.) On maps, help students use pushpins to show where they moved from and to.
2. Talk about what moving is like. *What's hard about leaving a place? What's fun about it? What's hard about starting out in a new place? What's fun about it?*
3. Have students draw and label pictures showing their memories of moving. They could include pictures showing what their old houses and communities looked like, or pictures of things they did there. Students who have never moved could draw memories about places they stayed for a time, such as a relative's home. Have students illustrate construction-paper covers and staple their pictures into "Moving Memories" books.

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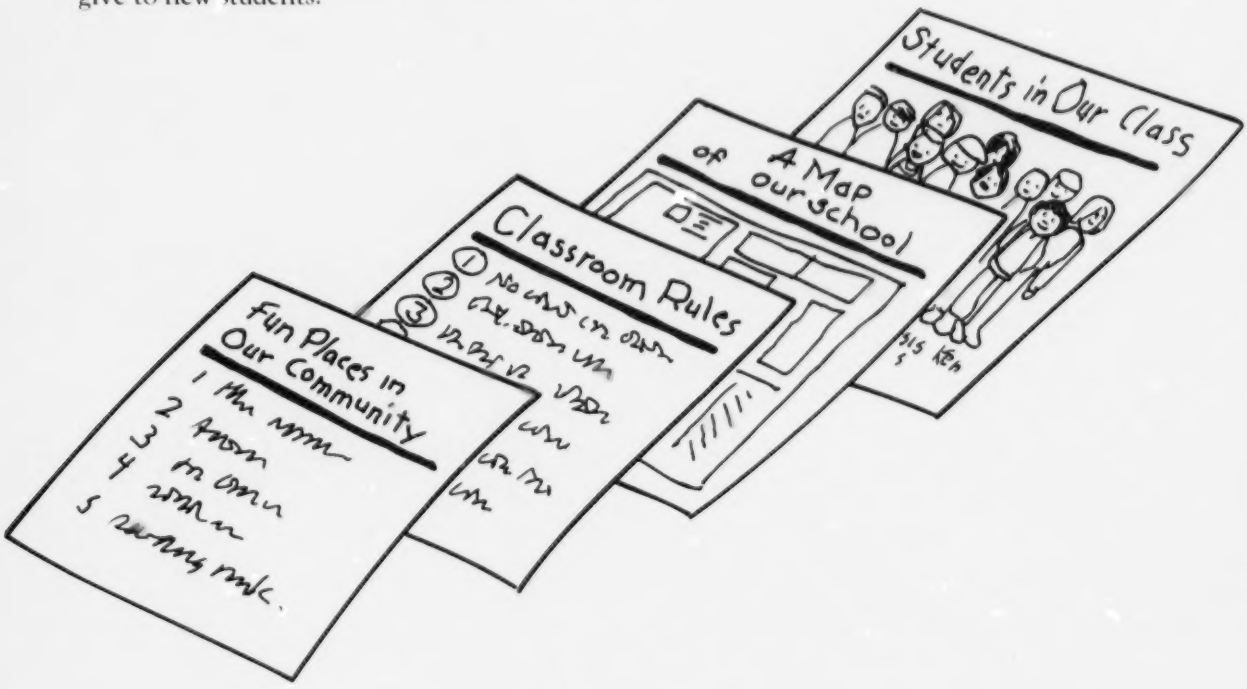
Window 4
Welcome to Our School

- **Activity**
  Making an information packet for new students
- **Materials**
  Writing and drawing materials

1. Ask students how Amelia usually felt about going to a new school. Point out how happy she was to go to a school where she felt welcome. Have students who have moved from one school to another talk about their experiences.
2. Ask students what they could do to make newcomers to their school feel welcome. Suggest to students that they make a class packet for new students.
3. Divide the class into groups, and have each group come up with ideas for information that would be useful to new students. Groups should decide how to get the information and put it on paper. Each group should create a few pages. You could then collect the pages, make copies, and staple them into packets to give to new students.



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Miss Rumphius

written and illustrated by Barbara Cooney
An American Book Award Winner
A *New York Times* Best Book of the Year

Time: The late nineteenth century to the present
Place: New England and around the world

Story Concepts

- generational connections
- making a contribution
- travel and geography
- aging

Story Summary

This is the life story, told by her great-niece, of an independent woman named Miss Alice Rumphius. The young Alice has two plans for her life: to travel to faraway places, and to live by the sea when she is old. Her grandfather gives her a third goal: to do something to make the world more beautiful. True to her plans, Alice travels the world and settles in a house by the sea. The third goal proves more difficult to achieve. Finally, inspired by wildflowers that are spread by the wind, she plants lupine seeds across the fields, headlands, hollows, and stony countryside. The following spring, lupines abound, and every year they multiply still more. The very old Miss Rumphius is now known as the Lupine Lady, and her great-niece comes with friends to hear her tales of exotic places. When her great-niece tells Miss Rumphius that she, too, plans to travel to faraway places and live by the sea, Miss Rumphius reminds her that she must also do a third thing: find a way to make the world more beautiful.

For Display

lupines

lupine seeds

On the Map

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word bank

conservatory: a room enclosed in glass for growing and showing plants

figurehead: a carved figure decorating the prow of a ship

great-aunt: the sister of a grandparent, also called grand-aunt

prow: the forward end (usually pointed) of a ship

tropical island: an island in the tropics, the area around the equator

word bank

Follow-Up Questions

Questions to ask after reading the story:

- Why do you think Miss Rumphius wants to visit faraway places and to live by the sea?
- Where do you want to live when you get old? Why?
- Why do you think some people called Miss Rumphius a crazy old lady? Do you agree with these people? Why or why not?
- Miss Rumphius said, "I have always loved lupines the best." What part of nature do you love the best?
- What was the same about Miss Rumphius, her grandfather, and her great-niece? What is the same about you and one of your older relatives or friends?

There and Here

Have each student choose something from Miss Rumphius's travels to illustrate and compare with the same thing where they live.

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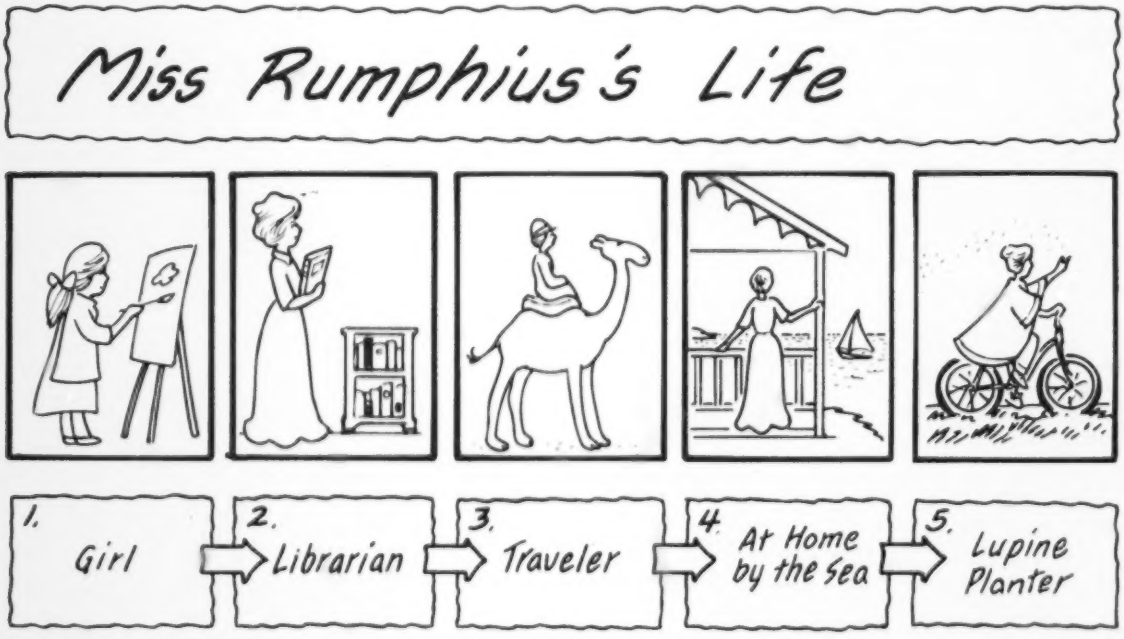
Window 1
Lifetime Plans

- **Activity**
  Making flow charts showing stages in life
- **Materials**
  Chart paper, pencils and markers, drawing paper, masking tape

1. Set up boxes of a flow chart on the chart paper. Have students provide the information as you create a flow chart showing the stages in Miss Rumphius's life. The flow chart might look like the one shown below.
2. Have students talk about their own goals in life. *What jobs would you like to have? What hobbies do you think you would enjoy? Would you like to travel? to have a family? Where would you like to live?*
3. Have students create picture flow charts showing how they want their lives to progress. They can use one piece of paper for each stage of their lives. Encourage students to draw a picture and write a label for each stage; older students can write descriptions for the pictures.
4. Have students use masking tape to connect their pictures into a flow chart; they can draw arrows on the masking tape to show the flow of their life stages. Display the flow charts around the room.



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Window 2
Faraway Places

- **Activity**
  Making travel brochures of exotic places
- **Materials**
  Old *National Geographic* magazines, travel magazines, travel brochures, scissors, unlined paper, paste or glue, pencils and markers

1. Reread the pages of the book that describe Miss Rumphius's visits to faraway places. Write these words on the chalkboard: *tropical island*, *mountains*, *jungles*, *deserts*. Have students tell the meanings of the words. Display the pictures in the book where these words appear, and have students match the words with their pictures.
2. Working in small groups, have students look through old magazines and travel brochures for pictures of places that fit in these categories: *tropical islands*, *mountains*, *jungles*, *deserts*. Have students cut out the pictures and sort them into four piles (one per category).
3. Ask each student to select a picture of a place she or he would like to visit. Give each student a piece of paper to make into a simple "travel brochure" for that place. Students can use the travel brochures you bring in as models as they cut out and glue their pictures onto the paper. Some students may wish to use more than one picture and write "ad copy" for their brochures.

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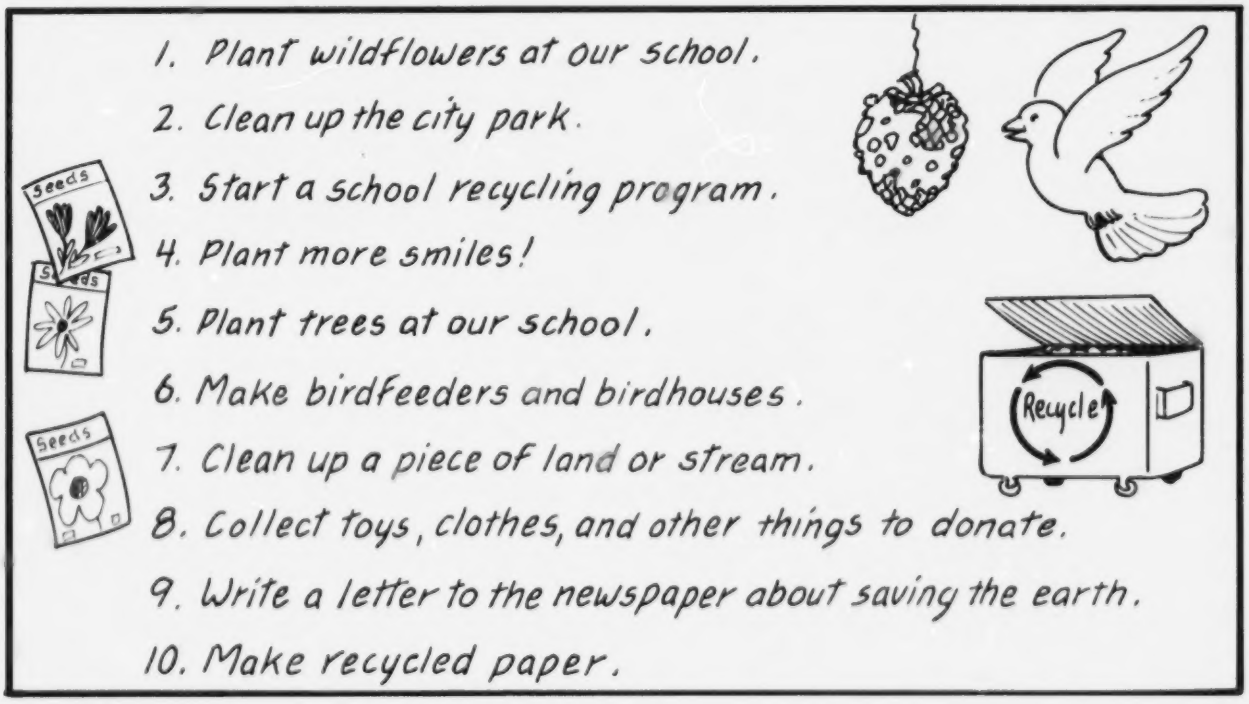
Window 3
A More Beautiful World

- **Activity**
  Doing projects to beautify the environment
- **Materials**
  Chart paper, felt-tip pen

1. Ask students these questions: *What did Miss Rumphius do to make the world more beautiful? What did her grandfather do to make the world more beautiful? What might the great-niece do?*
2. Have the class brainstorm a list of ways they could make the world more beautiful. Write on chart paper the ideas they brainstorm.
3. Have small groups of students choose from the list on the board one idea to carry out. Help groups plan what materials they'll need, as well as when and how they'll carry out their projects.


1. Plant wildflowers at our school.
2. Clean up the city park.
3. Start a school recycling program.
4. Plant more smiles!
5. Plant trees at our school.
6. Make birdfeeders and birdhouses.
7. Clean up a piece of land or stream.
8. Collect toys, clothes, and other things to donate.
9. Write a letter to the newspaper about saving the earth.
10. Make recycled paper.
Seeds
Recycle

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Window 4
Long, Long Ago

- **Activity**
  Interviewing an elderly person
- **Materials**
  Tape recorder (optional)

1. Ask students what questions they might ask an elderly person about his or her life. Write the questions on the board. Examples include: *What did you do as a child? Where did you live? How were things different then? What did you want to do when you grew up? Have you ever visited faraway places? Have you done anything to make the world more beautiful?*
2. Ask each child to interview an elderly relative or other person they know to find out about that person's life story.
3. Have volunteers share with the class what they discovered about the people they interviewed.

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Through Moon and Stars and Night Skies

by Ann Turner
illustrated by James Graham Hale

Time: The present
Place: Southeast Asia and the United States

Story Concepts

- adoption
- fear of new things
- parent/child connections
- home and security

Story Summary

In this book, a small boy lovingly retells his mother the story of how he came to live with her and his father. Long ago, he begins, in a faraway country, his mother and father were pictures he held in his hand. But before he could be with the parents and the red dog and the white house and the teddy bear quilt of the pictures, he had to fly on a plane for a day and a night. It was a long journey to a place where almost everything was new and unfamiliar. At first, the boy relates, he was afraid of all the new things. But gradually, the boy came to love his mother's smile and voice, his father's warm eyes, and the knowledge that they loved him and would always watch over him.

For Display

picture books about Southeast Asia

On the Map

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word bank

adoption: one way of becoming part of a family. When a child is born to parents who cannot take care of him or her, the child can be adopted into another family and become the son or daughter in that family forever.

For information about adoption, you can contact the Adoption Information Clearinghouse, 11426 Rockville Pike, Rockville, MD 20852.

For specific information about increasing awareness about adoption and how adoption impacts adopted children as they go through school, contact FAIR, P.O. Box 51436, Palo Alto, CA 94303.

word bank

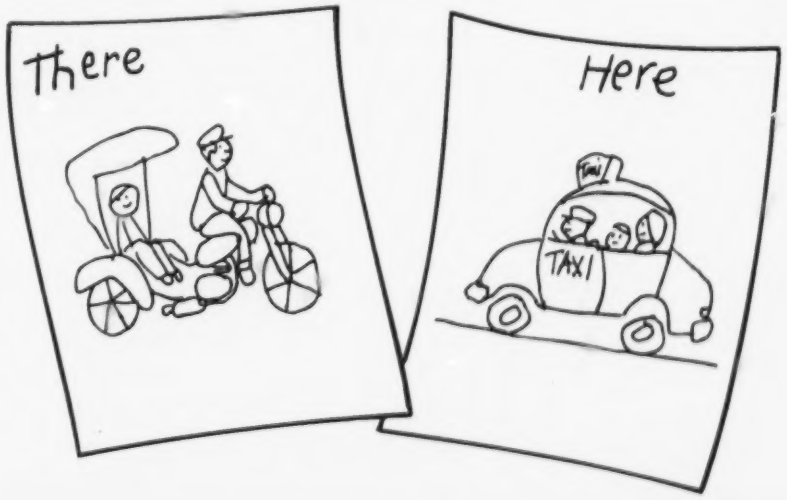
Follow-Up Questions

Questions to ask after reading the story:

- What did the land where the boy came from look like?
- Why do you think the parents sent the boy photographs? Why do you think the boy held them on his plane trip?
- What toy did the boy bring with him from his old home? Why do you think he brought it?
- How did the boy feel when he arrived at his new home? Why do you think he felt that way? How do you think his parents felt?
- To his mother the boy said, "I was beginning to know your smile." He said about his father: "I was beginning to know his face." What did the boy mean?

There and Here

Have each student choose something in the story to illustrate and compare with something in her or his own life.



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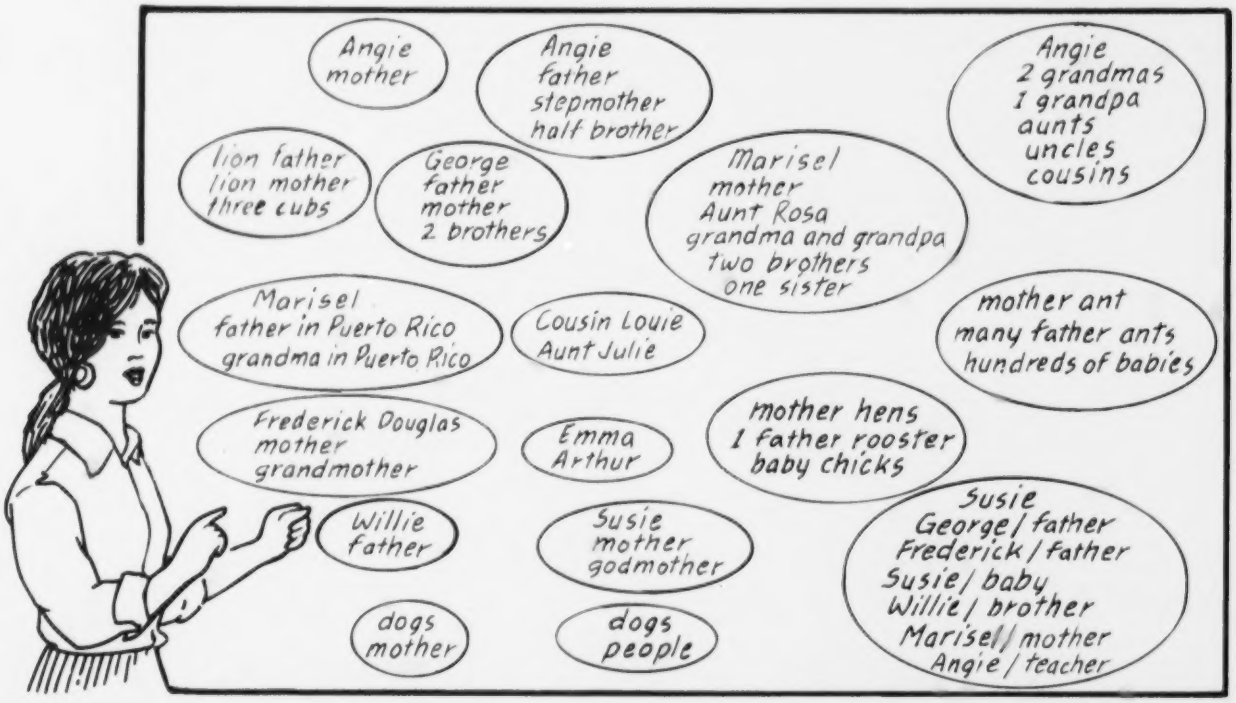
Window 1
All Kinds of Families

- **Activity**
  Charting different family groupings
- **Materials**
  Families by Meredith Tax (Little, Brown & Company, 1981); nonfiction and fiction books about adoption; chart paper and marker

1. Write the word *families* at the top of a piece of chart paper. Tell students that you are going to read them a book in which a girl named Angie tells "everything I know about families." Explain that as you read, you want students to name the family members in each group.
2. Read aloud the book *Families* by Meredith Tax. As students identify the family members, write on the chart paper their names and relationships and enclose them in a circle. The picture below shows what your completed chart might look like.
3. Have students discuss the different groupings of people that are families. Students might mention other groupings they know of; add their suggestions to the chart.
4. Point out that the boy in the book, like Angie's cousin Louie, was adopted. You might wish to read to students a few of the many excellent nonfiction and fiction books about adoption available at your library.



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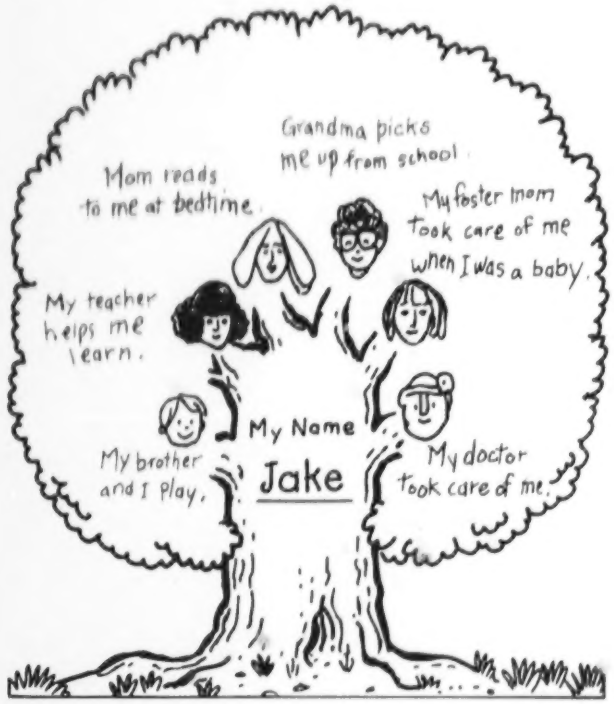
Window 2
Caring Trees

- **Activity**
  Making "caring trees" showing important relationships in children's lives
- **Materials**
  Copies of Caring Tree sheet (page 61), pencils

1. Point out to students that the boy in the story was cared for by many people. In the country of his birth, people took care of him until he was flown to his new home. There, he was cared for and loved by his parents.
2. On the chalkboard, draw an outline of a "Caring Tree," like the one on page 61. Point out that there are many people who care for us in many different ways. Then have students brainstorm the kinds of people they might put on a Caring Tree. See the picture below for a sample.
3. Distribute copies of the Caring Tree sheet, and have students complete them for their own lives. They should draw simple faces at the ends of the branches and label them. Students may add extra branches if they run out of room; older students could write a sentence about each person on the tree. Those who wish to do so could share their Caring Trees with the class.


Grandma picks me up from school.
Mom reads to me at bedtime.
My foster mom took care of me when I was a baby.
My teacher helps me learn.
My Name
Jake
My brother and I play.
My doctor took care of me.

Credit for this activity idea goes to The North American Council on Adoptable Children, Families Adopting in Response, and the Childrens Bureau, Administration for Children, Youth, and Families, Office of Human Development Services, U.S. Department of Health and Human Services, under the auspices of Grant No. 90C0470/01.

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Window 3
Pictures of "Home"

- **Activity**
  Bringing in or drawing pictures showing the meaning of "home"
- **Materials**
  Drawing and writing materials

1. Write the word *home* on the chalkboard, and discuss with students what the word "home" means to them. Talk about the variety of things that mean "home" to a person.
2. Remind students that the parents in the story sent the boy photographs to prepare him for his new home. Have students recall what the photographs showed (his mother and father, the red dog, a teddy-bear quilt, a white house and a green tree). Explain to students that the photographs showed things that would come to mean "home" to the child.
3. Have students bring in photographs or draw pictures showing things that mean "home" to them. They can write captions for their photographs or pictures. Encourage students to choose one or two favorite photographs or pictures to describe to the class or to display around the classroom.

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Window 4
Life's Big Changes

- **Activity**
  Writing a letter about major changes in a character's life
- **Materials**
  A map of the world, nonfiction picture books and films about Southeast Asia, chart paper and marker

1. Show students the illustrations in the book that depict the boy's life before coming to the United States. Have students talk about what the land and vegetation look like, as well as other things that look unfamiliar, such as the writing on the building wall and the motorcycle taxi.

2. Point to Southeast Asia on a map of the world, and explain that this area is where the boy lived before coming to his new home. Show students films and picture books about Thailand, Vietnam, Malaysia, and other Southeast Asian countries. Have students note the pictures that look like the countryside where the boy lived, as well as those that show city life.

3. Have students use what they learned to talk about what life for the boy was probably like in Southeast Asia. Then have them dictate a letter the boy might write to a friend where he used to live. Write the letter on chart paper.

Dear Supunsa,

I miss you and my friends, but I am very happy here. I like my house and my parents. I especially like my dog.

Things look very different here. The land is not so wet in my new home. Even the trees and the fields look different. They do not grow rice or cassava where I live now. And of course, the language is different. I am learning a lot of new things.

Here, I have my own room to sleep in, and my poppa and momma are the only other people in my house. At first I was afraid of all the new things, but now I am used to them.

I hope you are fine. Please write back.

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Ox-Cart Man

by Donald Hall
illustrated by Barbara Cooney
A Caldecott Medal Book

Time: Early nineteenth century
Place: New England

Story Concepts

- self-sufficiency
- nineteenth-century farm life
- making goods from natural resources
- the marketplace
- land and water forms (geography)
- family

Story Summary

This story gracefully depicts nineteenth-century farm life in rural New England. It tells of a self-sufficient family, and of the work they do through the seasons. They grow crops, such as potatoes, apples, turnips, flax, and cabbages; they raise animals, including sheep and geese. They shear the sheep for wool and make such goods as shawls and mittens. They collect goose feathers. They make candles and linen and birch brooms and shingles and maple sugar. In October, the family fills up an ox cart with all the extra goods they have made or grown, and the father walks for ten days, until he reaches Portsmouth. At Portsmouth Market, he sells everything, including his ox cart and ox. With part of the money, he buys goods for his family, and then takes the long journey home. There, the whole cycle of growing, harvesting, and making goods from the natural resources on the farm begins again.

For Display

sheep's wool
candles
birch brooms
honeycombs
goose feathers
maple sugar

On the Map

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word bank

flax: a plant with blue flowers and a slender stem that is harvested to make linen and linseed oil

linen: thread or cloth made from flax

loom: a machine for weaving thread or yarn into cloth

shingles: thin pieces of wood; as a building material, often overlapped in rows

yoke and harness: the wooden frame and leather straps used to hitch an ox to a cart

word bank

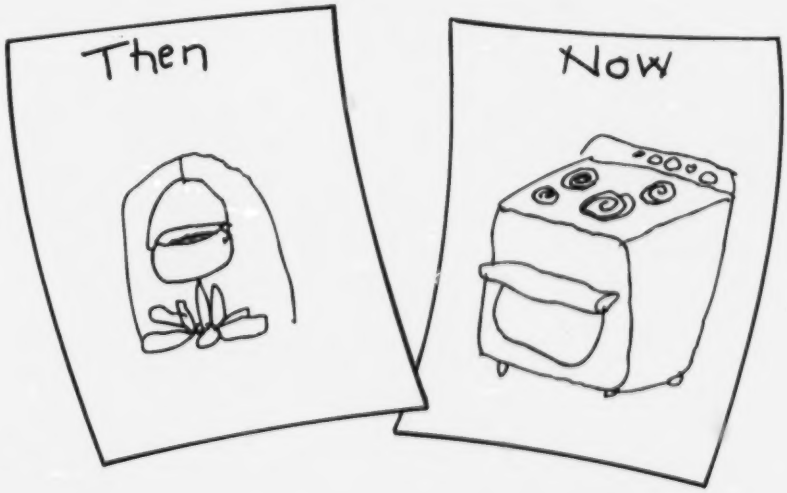
Follow-Up Questions

Questions to ask after reading the story:

- In what different ways did the family work together to grow crops and make goods?
- In what different ways do you and your family work together?
- What do you think the man did for food, water, and shelter on his ten-day journey to market?
- How are the land, villages, and cities in the story like those where you live? How are they different?
- Do you know anyone who grows and makes things like the people in the story do?

THEN AND NOW

Have each student choose something from the story to illustrate and compare with something in his or her life.



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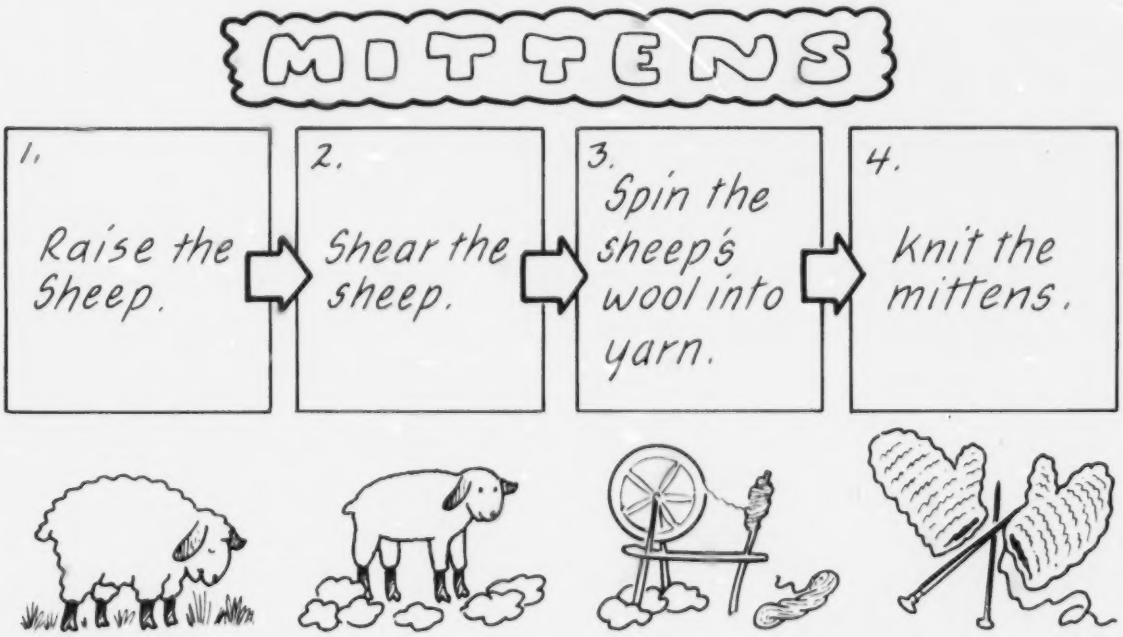
Window 1
What Work Could You Do?

- **Activity**
  Analyzing the work necessary to produce goods made from natural resources
- **Materials**
  None

1. Go through the book with students, discussing the crops the family grew and the goods they made. Then turn to page 13 (on spread 7) and reread the names of the goods the man sold at Portsmouth Market. Write the names of the goods on the chalkboard (bag of wool, shawl, mittens, candles, shingles, birch brooms, potatoes, apples, honey and honeycombs, turnips, cabbages, maple sugar, goose feathers). You could also add the following goods to the list: yoke, cart, linen, embroidery.
2. Have the class choose at least three goods to discuss. For each item, have students brainstorm the different jobs that had to be done before a natural resource became a good; write the jobs on the chalkboard. As a class, organize the jobs into a flow chart for each good. A sample flow chart is shown below.
3. When each flow chart is complete, have students identify the jobs they think they could do, as well as those they think they'd like to do.



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Window 2
Candle Making the Old-Fashioned Way

- **Activity**
  Making hand-dipped candles
- **Materials**
  Paraffin wax, stearine powder, colored crayons, wicks, thin wooden stirring sticks, clothespins and buttons (optional), cooking pot, coffee cans or canned fruit and vegetable cans, stove

1. Most supplies for this activity can be purchased at a grocery store or hobby shop. You will need to prepare some of the materials in advance; for younger students, you might want to melt the wax ahead of time and bring it in when it is ready for dipping. Other do-ahead jobs include cutting wicks (a few inches longer than the candles you'll make); tying each wick to a clothespin at the top (for students to hold) and a button at the bottom (to weight the wick).

2. Tell students that they will make hand-dipped candles like the story family did. Then follow the directions below to make the candles.

3. You may wish to save your candles or make extra ones for the class fair described in Window 3.

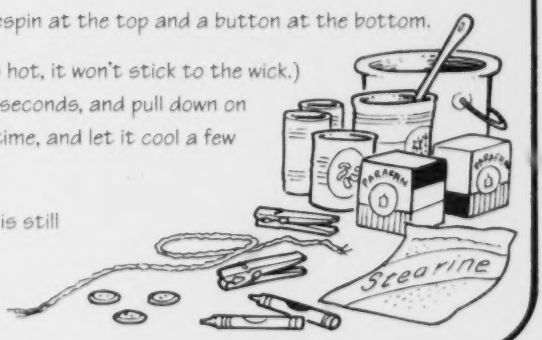
Hand-dipped Candles

1-lb. boxes of paraffin wax (each lb. makes about 1 small coffee can of melted wax) or a 10-lb. slab of paraffin (makes about 4 quarts of melted wax)

3 tablespoons stearine powder per lb. of wax

commercial candle-making dyes or coloring crayons

1. Partially fill a cooking pot with water. Bring the water to a boil.
2. Put chunks of wax into a large coffee can. Set the can in the cooking pot and melt the wax over medium heat. (Don't boil or overheat the wax—it's flammable. Keep baking soda and cooking pot lids handy just in case!)
3. When the wax is melted, add stearine powder and dye or crayons (for color). If you want more than one color, put wax into several smaller cans and color each separately.
4. Cut wicks a few inches longer than the candles will be. Tie a clothespin at the top and a button at the bottom.
5. Hold the clothespin. Dip the wick into the warm wax. (If wax is too hot, it won't stick to the wick.) Take out the wick, wait until it has hardened and cooled for a few seconds, and pull down on the button to straighten the wick. Then dip the candle a second time, and let it cool a few seconds. Keep dipping until the candle is as thick as you want.
6. If the button hasn't already fallen off, cut it off. When the candle is still warm, you can shape the bottom and roll the candle so that it's smooth.



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Window 3
We Made It!

- **Activity**
  Making and selling goods at a class fair
- **Materials**
  Candles made in Window 2, any art materials students need to make crafts

1. Remind students that the family in the story grew crops to eat and made goods such as linen, candles, and mittens. Point out that whatever extra things the family grew or made, they sold at Portsmouth Market. With the money, the father bought other goods the family could not make.
2. As a class, brainstorm a list of things students would like to buy for the classroom. Tell students that they are going to make things to sell, and that with the money they earn, they will buy one or more items from their "wish list."
3. Divide the class into groups, and have each group choose something to make and sell. Ideas include hand-dipped candles, tissue-paper flowers, paintings framed in construction paper, wrapping paper made by sponge-painting or rubber-stamping sheets of paper, bead-and-string jewelry, dough magnets, and so on.
4. Help students get the materials they need to make their crafts. When the crafts are complete, have a class "market" to sell the goods to schoolmates, families, and friends.

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Window 4
The Journey to Portsmouth

- **Activity**
  Creating murals showing the seasons and geography of rural New England
- **Materials**
  Copies of the Journey to Portsmouth sheets (pages 62–64), scissors, scotch tape, crayons and markers

1. Write the following words on the chalkboard: *hill, valley, stream, farm, village, city, port, sea.* Have students help you locate each of these as you show them the pictures in the book of the father making the journey to and from Portsmouth.
2. Talk about how the land looks in different seasons. Show students the pictures of the farm in the fall, spring, and winter.
3. Divide the class into groups of three. Distribute one set of the three Journey to Portsmouth sheets to each group. Have students cut out the pictures and tape them together to form a mural showing the road from the family farm to Portsmouth. Encourage students in each group to work together to use the words on the chalkboard to label each feature on the mural.
4. Have each group pick a season and color in their mural as it would look in that season. Try to get every season represented. Display the completed murals around the classroom.

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Greetings in Different Languages

For use with *Where Are You Going, Manyoni?*, Window 4.

LANGUAGE	GREETING	WHAT IT MEANS	HOW TO SAY IT
Spanish	Buenos días	Good morning	BWEH nohs DEE ahs
Swahili	Jambo	Hello	JAHM bow
Mandarin Chinese	Nihao	Hello	NEE how
Italian	Buon giorno	Good day	booOWN jeeOHR noh
Venda	Matsheloni	Good morning	mah cheh LOW knee
Arabic	Marhabah	Hello	MAH hah bah
Japanese	Konnichi-wa	Hello	KOH nee chee wah
Vietnamese	Chao buoi sang	Greetings	chow bwee sung
Tagalog (Philippines)	Comusta ka	Hello	koh MOOS tah kah

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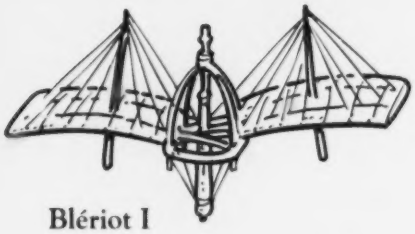
Blériot's Planes

For use with *The Glorious Flight*, Window 1.



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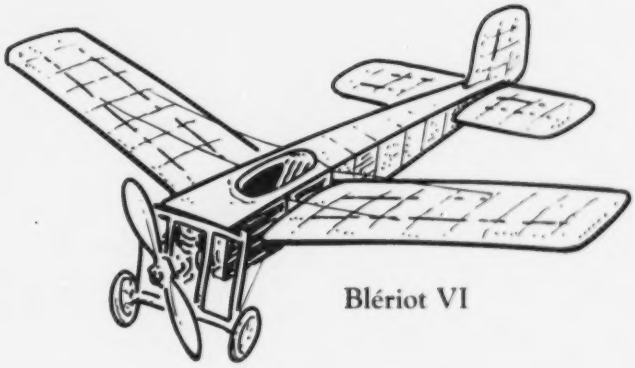
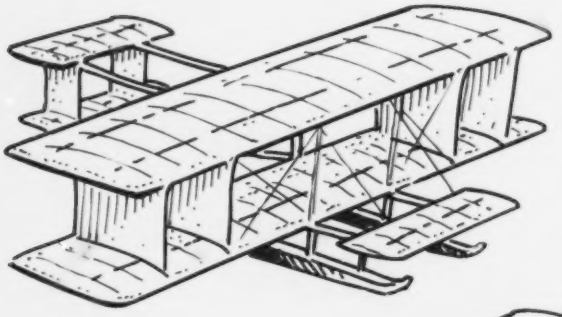


Blériot VI



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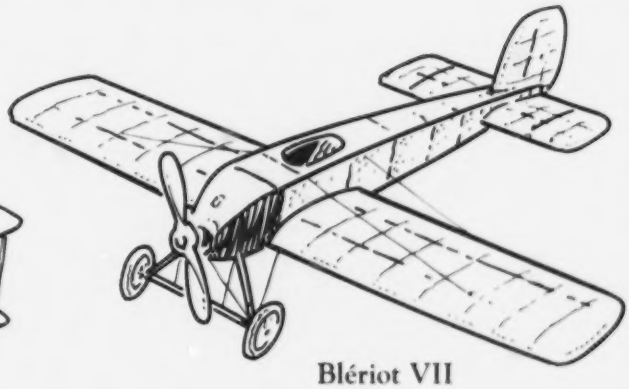

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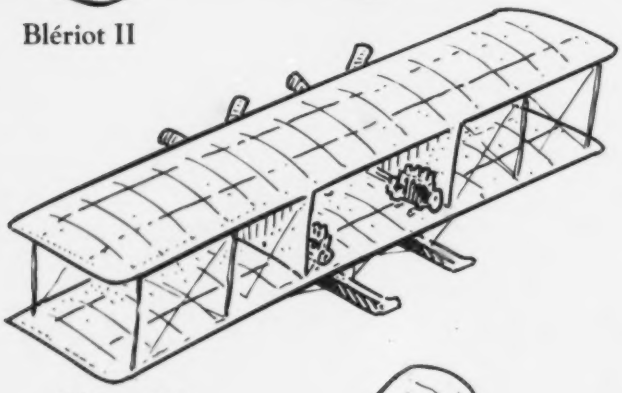

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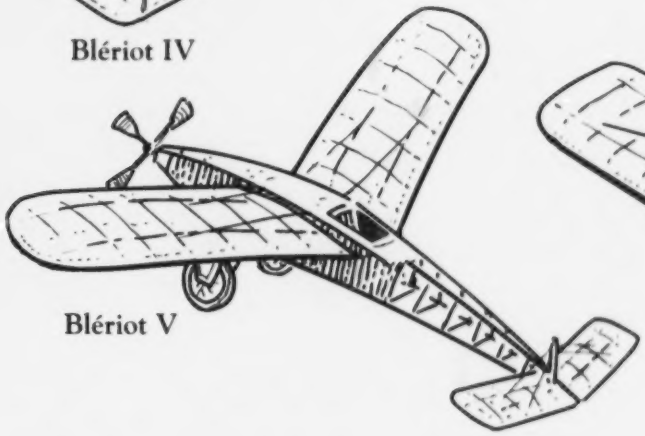

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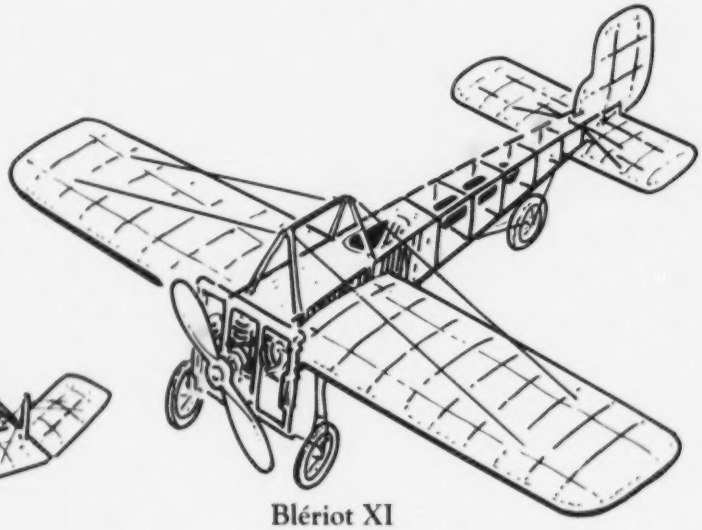

Blériot XI

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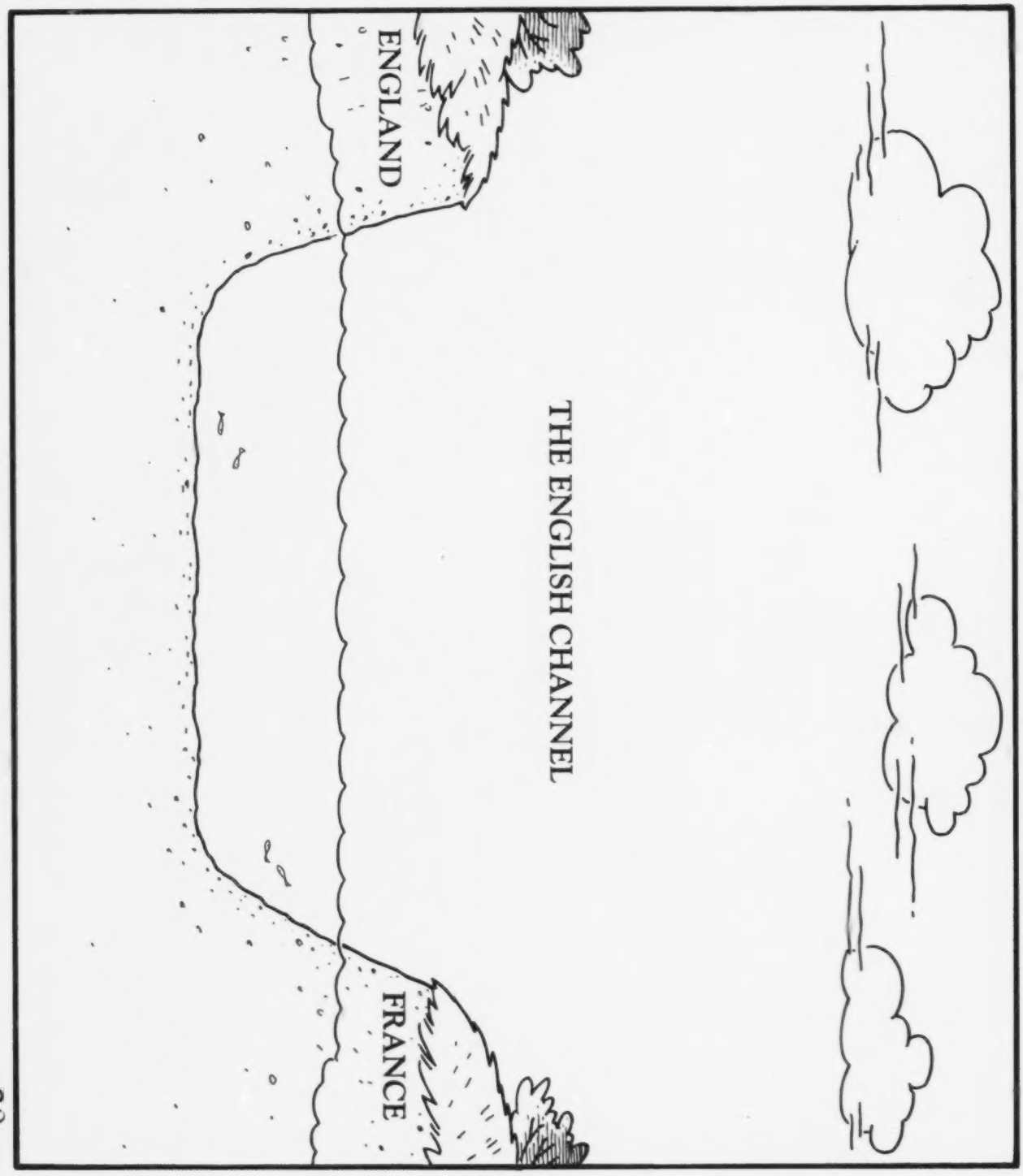
The English Channel

For use with *The Glorious Flight*, Window 4.



62

63

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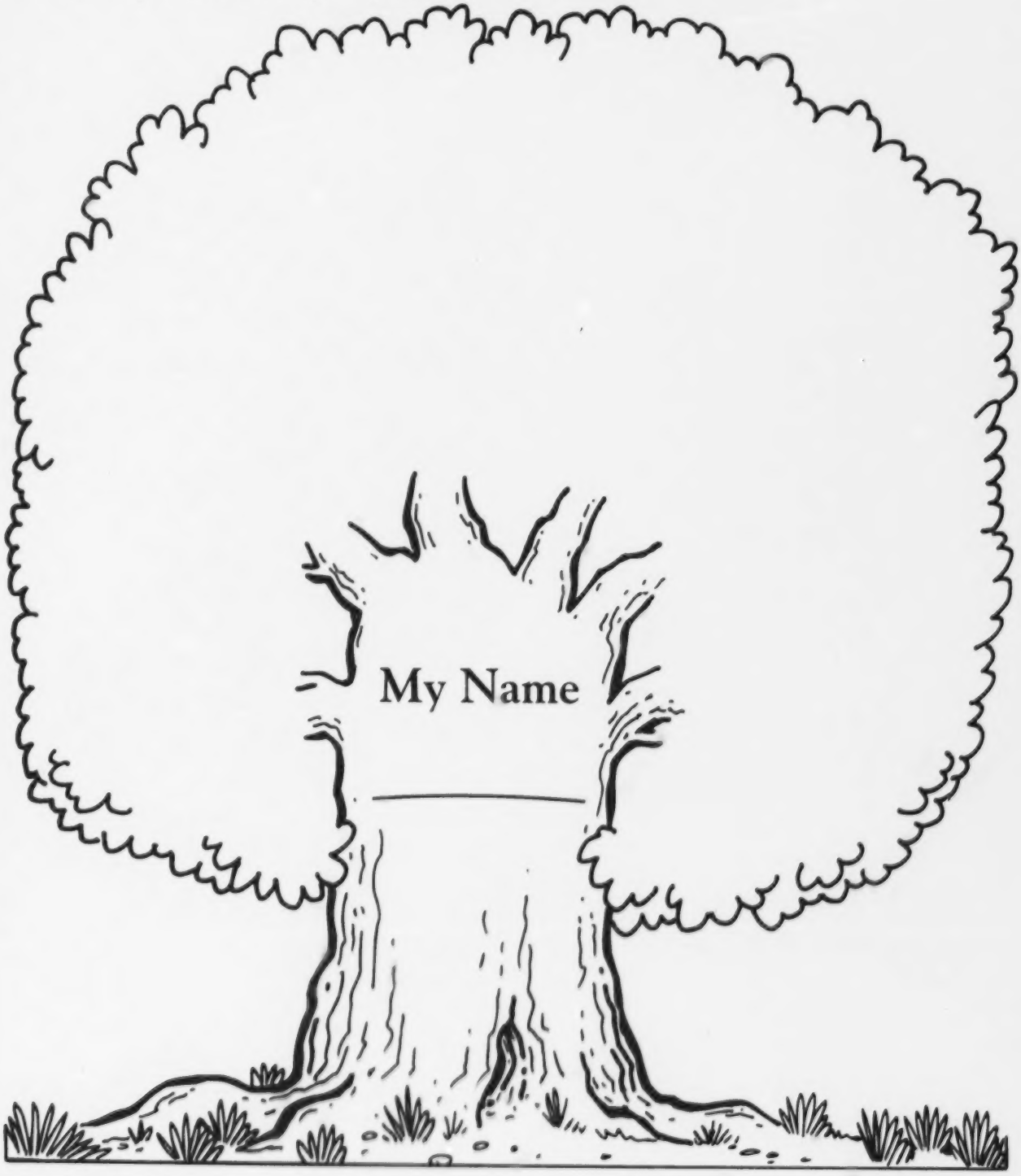
Caring Tree

For use with *Through Moon and Stars and Night Skies*, Window 2.



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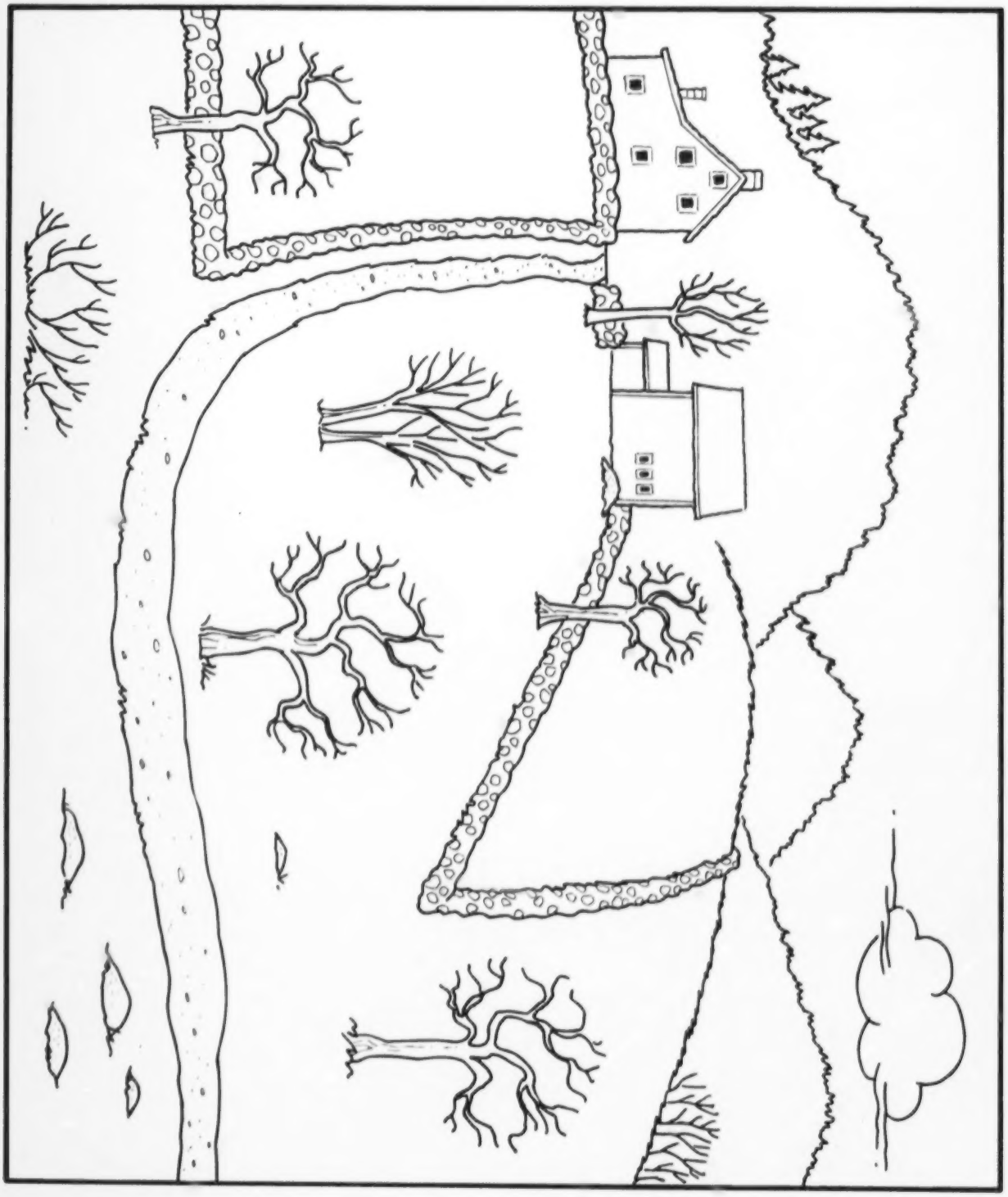
Journey to Portsmouth

For use with *Ox-Cart Man*, Window 4.



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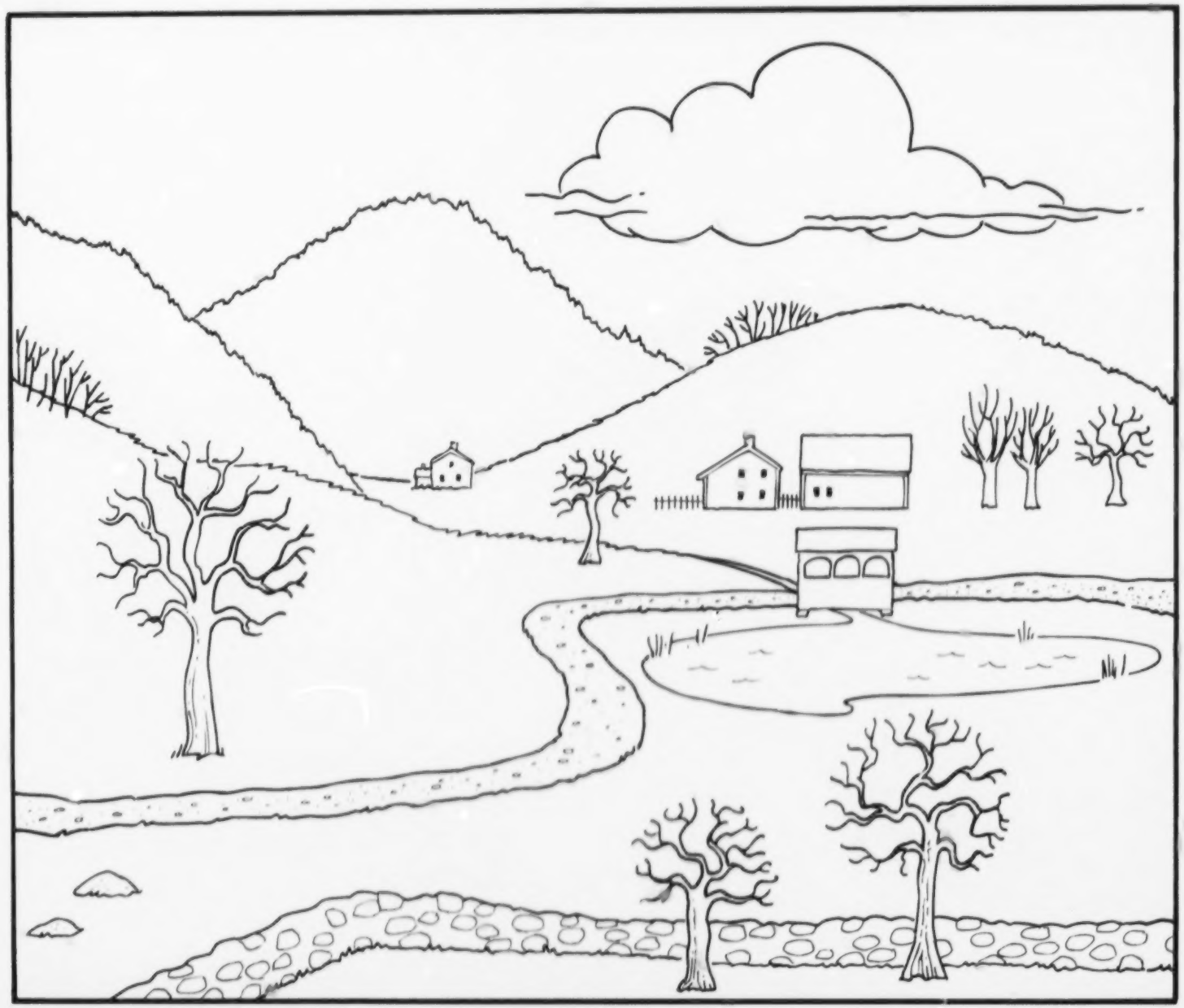

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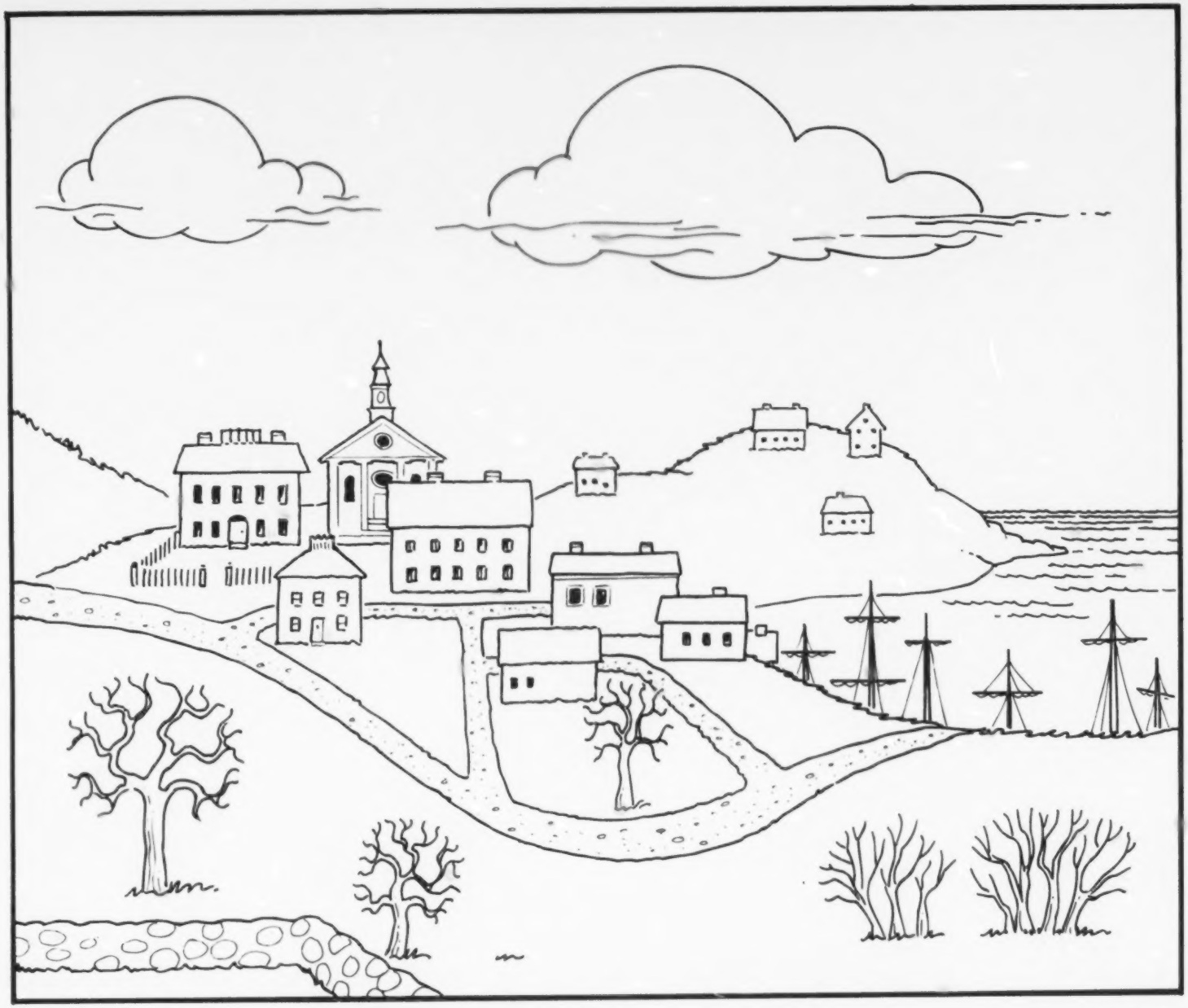

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Windows on Social Studies
Journeys

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Windows on Social Studies:
Multicultural Adventures Through Literature

(Gr. 1–3) by Joan Westley and Holly Melton. This important new program approaches social studies through the richness of children's literature. The program introduces 48 books that take children on journeys around the world, providing glimpses into diverse peoples' lives, both long ago and today. The books are organized around six social studies themes: Long Ago Times, Across America, Around the World, Folktales and Legends, Journeys, and Celebrations. The themes form the basis for six 64-page teacher resource books filled with enriching activities. Key social studies concepts are developed through discussions and activities, such as making pottery; creating three–dimensional maps; discovering family histories; cooking foods from different cultures; making music and dramatizing stories; conducting surveys and charting responses; solving problems; creating legends; and more.

Long Ago Times (*Cat. No. 81101*): *When I Was Young in the Mountains; A New Coat for Anna; Dakota Dugout; Follow the Drinking Gourd; The Keeping Quilt; The Adventures of Obadiah; When Clay Sings; Sarah Morton's Day*

Across America (*Cat. No. 81106*): *Just Plain Fancy; Angel Child, Dragon Child; Annie and the Old One; Tar Beach; Three Stalks of Corn; How My Parents Learned to Eat; Shaker Lane; Ragtime Tumpie*

Around the World (*Cat. No. 81102*): *A Balloon for Grandad; The Village of Round and Square Houses: The Chalk Doll; Our Home Is the Sea; Abuela's Weave; Where the Forest Meets the Sea; Tonight Is Carnaval; Galimoto*

Folktales and Legends (*Cat. No. 81103*): *Bringing the Rain to Kapiti Plain; A Drop of Honey; The Legend of the Indian Paintbrush; Tikki Tikki Tembo; The Woman Who Outshone the Sun; A Story–A Story; Momotaro, the Peach Boy; Llama and the Great Flood*

Journeys (*Cat. No. 81104*): *Where Are You Going, Manyoni?; Klara's New World; The Glorious Flight; Hawk, I'm Your Brother; Amelia's Road; Miss Rumphius; Through Moon and Stars and Night Skies; Ox–Cart Man*

Celebrations (*Cat. No. 81105*): *I'm in Charge of Celebrations; Dumpling Soup; Potato Pancakes All Around; The Relatives Came; Too Many Tamales; Mirandy and Brother Wind; Rechenka's Eggs; Tree of Cranes*

For prices and other information about **Windows on Social Studies**, please see the current Creative Publications Catalog.

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